

## BASIC DETAILS:

<b>Subject:</b>	DESIGN, IMPLEMENTATION AND ASSESSMENT OF TUTORIAL PROGRAMS (DIS., IMPLAN. Y EVAL. DEL PAT)		
<b>Id.:</b>	32518		
<b>Programme:</b>	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
<b>Module:</b>	MENCIÓN PEDAGOGÍA TERAPÉUTICA: DIAGNÓSTICO, ORIENTACIÓN Y ATENCIÓN A LA DIVERSIDAD		
<b>Subject type:</b>	OPTATIVA		
<b>Year:</b>	4	<b>Teaching period:</b>	Primer Cuatrimestre
<b>Credits:</b>	6	<b>Total hours:</b>	150
<b>Classroom activities:</b>	64	<b>Individual study:</b>	86
<b>Main teaching language:</b>	Inglés	<b>Secondary teaching language:</b>	Castellano
<b>Lecturer:</b>		<b>Email:</b>	

## PRESENTATION:

This course, taken during the first semester of Year 4, is part of the itinerary of *Mención en Pedagogía Terapéutica (módulo 15): Diagnóstico, Orientación y Atención a la Diversidad*.

**Design, implementation and assessment of tutorial programs** is closely related to *Orientación Educativa*, a subject taken in Year 1. Academic, Curricular, and Personal Advising is considered as an activity inherent to the teacher under the paradigm of the comprehensive education of the child. This subject focuses not only on the academic performance of the pupils, but also on their well-being during the teaching-learning process. Designing and implementing an Academic, Curricular and Personal Advising Plan requires multidisciplinary teamwork (colleagues, school advisor, specialists, etc.). It is necessary to know how to offer the proper help at any particular time, how to develop social and leadership skills, and to be aware of decision-making processes in order to manage the entire educational environment which surrounds the child.

A stable and well-balanced Individualised Education Program (IEP) should be ensured by these plans where the whole educative community action is organised and coordinated.

Upon successful completion of the course, students should be able to:

- demonstrate a proper understanding of the principles and aims of an academic, curricular, and personal advising plan.
- identify the different levels, areas, and contexts involved in an academic, curricular, and personal advising plan.
- design an academic, curricular, and personal advising plan in line with the essentials of contextualisation, coordination and alignment.
- evaluate the quality of an academic, curricular, and personal advising plan based on the indicators developed by the agents involved.

## PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

<b>General programme competences</b>	G01	Capacity to analyse and synthesise information from different sources.
	G02	Capacity to effectively solve problems and take decisions based on the knowledge and competences acquired.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G04	Capacity to apply information technologies critically and constructively as tools to promote learning.
	G05	Capacity to work in a team and cooperate with other professionals from the same or a different sector.
	G06	Capacity for oral or written interpersonal communication in Spanish to different audiences and using suitable means. (Should foreign students require accreditation at a minimum B2 level - per the Common European Framework of Reference for Languages - to adapt to the academic and professional requirements of the Degree.)
	G07	Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional

		requirements of the Degree.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
<b>Specific programme competences</b>	E01	Understand the educational and learning processes for the 0-6 age group in family, social and school contexts.
	E02	Know the advances in childhood psychological development for the 0-3 and 3-6 age range.
	E03	Know the basics of early care.
	E04	Recognise the identity of this stage and its cognitive, psychomotor, communicative, social and affective characteristics.
	E07	Identify learning difficulties, cognitive dysfunctions and attention disorders.
	E08	Know how to inform other specialised professionals to attain collaboration of the establishment and the teacher in attending to the special educational needs considered.
	E09	Acquire resources to foster educational integration of pupils with difficulties.
	E10	Create and maintain communication links with the families to be effectively involved in the education process.
	E11	Be aware of and know how to be a tutor and guide with regard to family education.
	E15	Know the basic principles of healthy development and behaviour.
	E16	Identify sleep, eating, psychomotor development, attention and auditory/ visual perception disorders.
	E17	Work with the specialised professionals to provide a solution to these disorders.
	E18	Identify affective, eating and well-being deficiencies that affect normal physical and mental development in the pupils.
	E32	Value the personal relationship with each pupil and their family as an educational quality factor.
<b>Regulated profession competences</b>	P01	Know the objectives, curricular content and assessment criteria for Preschool Education.
	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.
	P03	Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.
	P05	Know how to systematically observe learning and coexistence in action and reflect on both.
	P07	Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values.
	P08	Know how language develops in early childhood, know how to identify possible learning disabilities and strive to correct these.
	P09	Effectively address language learning situations in multicultural and multilingual situations.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P11	Know the educational implications of information and communication technologies and, particularly, television in early childhood.
	P12	Know the basics about childhood diet and hygiene.
	P13	Know the foundations of early care and the bases and developments that help to understand the psychological processes of learning and personality development in early childhood.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P16	Act as a guide for the parents with regard to family education for the 0-6 age range and master social abilities in dealing with and relating to the family of each pupil and with the families in general.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	P19	Find quality improvement models that can be applied to educational establishments.
<b>Learning outcomes</b>	R01	Acquire sufficient knowledge of the principles and objectives of the Tutorial Action Plan.
	R02	Identify the different levels, areas, and contexts involved in the Tutorial Action Plan.
	R03	Design a Tutorial Action Plan in accordance with the contextualization, coordination and alignment principles.
	R04	Assess the quality of the Tutorial Action Plan per the indicators set by the agents involved.

## PRE-REQUISITES:

Given that Design, implementation and assessment of tutorial programs is closely related to *Orientación Educativa*, subject which was taken in Year 1, it is desirable that students taking part in this course have successfully completed *Orientación Educativa*, but this is not a MUST.

It is highly recommended taking this course together with the other courses within *Mención: Pedagogía Terapéutica* since several tasks are involved in all the courses of this *Mención*.

This course is taught exclusively in English, therefore, in order to be able to follow the course properly, students should have preferably acquired a level of language proficiency in English of B2 within de CEFR, but not less than B1. If students do not meet the language requirements, they should consider enrolling in an English language course ([https:// www.usj.es/ es/ be-international/ ilm/ formacion/ ingles](https://www.usj.es/es/be-international/ilm/formacion/ingles)).

In the event of attendance of Erasmus students, a B1 level of language proficiency in Spanish is desirable in order to follow properly Spanish content -workshops, seminars, readings, and any other resources.

## SUBJECT PROGRAMME:

### Subject contents:

<b>1 - ACADEMIC, CURRICULAR, AND PERSONAL ADVISING</b>
1.1 - EDUCATIONAL CONTEXT
1.2 - CONCEPTUALISATION
1.3 - CHARACTERISTICS, PURPOSES AND SCOPE OF ACTION
1.4 - ADVISING IN EDUCATIONAL CONTEXT
1.5 - THE ROLE OF THE STUDENT GUIDANCE ADVISOR
1.6 - RESOURCES
<b>2 - ACADEMIC, CURRICULAR, AND PERSONAL ADVISING PLAN (ACPAP)</b>
2.1 - CONCEPTUALISATION
2.2 - ACPAP
2.2.1 - PARTS
2.2.2 - AIMS
2.2.3 - PLANNING
<b>3 - STRATEGIES TO DEAL SUCCESSFULLY WITH ACPT</b>
3.1 - INTERVIEW
3.2 - MEDIATION
3.3 - STRATEGIES TO MANAGE THE GROUP
3.3.1 - BEHAVIOUR MANAGEMENT STRATEGIES
3.3.2 - GROUP STRATEGIES
3.3.3 - GROUP TECHNIQUES
3.3.4 - STUDY METHODS AND TECHNIQUES
3.4 - ATTENTION TO DIVERSE NEEDS OF STUDENTS
<b>4 - PARTNERING WITH FAMILIES</b>
4.1 - ACADEMIC GUIDANCE AND AVISING: THE ACTION WITH FAMILIES
4.2 - COMMUNICATION WITH FAMILIES
4.3 - FAMILY PARTICIPATION

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

## TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

### Teaching and learning methodologies and activities applied:

During this course a variety of teaching methods will be used including lectures, class discussions, role plays, simulations, small group work, and independent study. Furthermore, activities based on experiential learning methodology will be used.

An important requirement is to participate actively in class discussions and in your small groups, as well as on the practical activities. Your contribution is important and through your active participation we can all learn further from each another and about the topics analysed. It is through practice and experience we learn how to communicate in class and how to effectively manage a classroom.

One of the main requirements of this course is to complete the assigned readings for the week in order to comment and analyse them further in class. This will greatly enhance class discussion.

This course is based on constructivism, therefore, active engagement in class and participation is key.

Plagiarism is an illegal and unethical activity. A **zero tolerance policy** will be in operation. Plagiarism is the intentional or unintentional representation of someone else's work as your own. Everything you write should be yours or properly quoted by using APA quotation system.

#### **Scheduled activities:**

Master class. Explanation of theoretical content and concepts of the subject.

Co-operative group work

Group dynamics and methods based on experiential learning. Simulation of natural environments and real professional practice situations.

Discussions and opinions exchange based upon class content.

Analysis and problem-solving of practical cases raised by the lecturer.

Analysis of real cases (problem-based learning - PBL).

#### **Independent study activities:**

Both Spanish and English close-readings in relation to the subject.

Wide consultation and study of digital and audio-visual material.

Individual and group work preparation.

Development of own material.

Self-study and preparation of the subject.

Research on subject-specific topics.

#### **Student work load:**

Teaching mode	Teaching methods	Estimated hours
<b>Classroom activities</b>	Master classes	12
	Other theory activities	5
	Practical work, exercises, problem-solving etc.	12
	Debates	8
	Coursework presentations	8
	Workshops	12
	Assessment activities	4
	Tutorials	3
<b>Individual study</b>	Individual study	36
	Individual coursework preparation	12
	Group coursework preparation	12
	Project work	6

	Research work	6
	Compulsory reading	6
	Recommended reading	3
	Portfolio	5
	<b>Total hours:</b>	150

## ASSESSMENT SCHEME:

### Calculation of final mark:

Final exam:	30	%
Portfolio:	40	%
Proyecto TEA - Oral Presentation:	30	%
<b>TOTAL</b>	100	%

\*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

## BIBLIOGRAPHY AND DOCUMENTATION:

### Basic bibliography:

Readings and further documents will be either handed out or uploaded to the PDU. These readings and documents will be further analysed in order to take a closer look at the subject-specific content.

BISQUERRA, Rafael. Orientación, tutoría y educación emocional. Madrid: Síntesis, 2012.

GONZÁLEZ, Antonio. La función de tutoría: carta de navegación para tutores. Madrid: Narcea, 2015.

### Recommended bibliography:

ÁLVAREZ, M. y BISQUERRA, Rafael (Coords.). Manual de orientación y tutoría. Barcelona: Praxis, 1996.

ARNAIZ, Pascual e ISUS, Sofía. La tutoría. Organización y Tareas. Barcelona: Graó, 1995.

BISQUERRA, Rafael. Orientación, tutoría y educación emocional. Madrid: Síntesis, 2012.

FERNÁNDEZ, Concepción. y AMIGO, Isaac. Aprender a estudiar. ¿Por qué estudio y no apruebo? Madrid: Pirámide, 2008.

GALLEGO, Sofía y RIART, Joan. (Coord.). La tutoría y la orientación en el siglo XXI: nuevas propuestas. Barcelona: Octaedro, 2006.

GARCÍA-SEVILLA, Julia. Cómo mejorar la atención del niño. Madrid: Pirámide, 2013.

GARCÍA-MEDIAVILLA, Luis y MARTÍNEZ-GONZÁLEZ, María de Codés. Orientación educativa en la familia y en la escuela. Casos resueltos Madrid: Dykinson, 2010.

GRAÑERAS, Montserrat y PARRAS, Antonia (Coords.). Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas. Madrid: Ministerio de Educación, CIDE. 2009.

GRUPO COMUNICACIÓN LOYOLA. Cartas a un joven profesor. Bilbao: Mensajero, 2015.

MARINA, José Antonio y PELLICER, Carmen. La inteligencia que aprende. Madrid: Santillana, 2015.

MONGE, María Concepción. Tutoría y orientación educativa: nuevas competencias. Madrid: Wolters Kluwer, 2009.

SANTANA, Lidia E. Orientación educativa e intervención psicopedagógica. Madrid: Pirámide, 2015.

TRAVIESO, Sergio. Sé un maestro: Lo que querría que me hubiesen contado cuando comencé a dar clases. Sergio Travieso Teniente. 2015.

### Recommended websites:

Revista de Educación	<a href="http://www.mecd.gob.es/revista-de-educacion/">http://www.mecd.gob.es/revista-de-educacion/</a>
Revista de Investigación Educativa	<a href="http://www.revistas.um.es/rie">http://www.revistas.um.es/rie</a>
Estudios sobre Educación	<a href="http://www.unav.edu/publicaciones/revistas/index.php/estudios-sobre-educacion/index">http://www.unav.edu/publicaciones/revistas/index.php/estudios-sobre-educacion/index</a>
Orientación Andújar. Web sobre recursos educativos gratuitos	<a href="http://www.orientacionandujar.es">http://www.orientacionandujar.es</a>
EducaINEE	<a href="http://www.mecd.gob.es/inee/Boletin-de-educacion.html">http://www.mecd.gob.es/inee/Boletin-de-educacion.html</a>

Instituto Nacional de Evaluación Educativa	<a href="http://www.mecd.gob.es/inee/portada.html">http://www.mecd.gob.es/inee/portada.html</a>
Revista Española de Orientación y Psicopedagogía	<a href="http://www.uned.es/reop/">http://www.uned.es/reop/</a>
Revista de Orientación Educativa	<a href="http://www.upla.cl/bibliotecas/revistas/roe/">http://www.upla.cl/bibliotecas/revistas/roe/</a>
Departamento de Educación, Cultura y Deporte. Gobierno de Aragón	<a href="http://www.educaragon.org">http://www.educaragon.org</a>
Fundación Zerbikas. Centro promotor del Aprendizaje-Servicio	<a href="http://www.zerbikas.es/guias-practicas/">http://www.zerbikas.es/guias-practicas/</a>
Aprendizaje-Servicio. Blog Roser Batlle	<a href="http://roserbatlle.net/">http://roserbatlle.net/</a>
Asociación Aragonesa de Psicopedagogía	<a href="http://www.psicoaragon.es/">http://www.psicoaragon.es/</a>
Asociación Educación Abierta	<a href="http://educacionabierta.org/">http://educacionabierta.org/</a>
Centro Nacional de Innovación e Investigación Educativa	<a href="http://educalab.es/cniie/">http://educalab.es/cniie/</a>
Ayuda para maestros	<a href="http://www.ayudaparamaestros.com/">http://www.ayudaparamaestros.com/</a>
TED Ed Lessons Worth Sharing	<a href="http://ed.ted.com/">http://ed.ted.com/</a>
Iniciativa EDUCA Ibercaja	<a href="http://aulaenred.ibercaja.es/">http://aulaenred.ibercaja.es/</a>
Asociación Americana de Orientación	<a href="http://www.counseling.org">http://www.counseling.org</a>
Recursos para la Orientación Educativa en Internet	<a href="http://www.orientared.com">http://www.orientared.com</a>
Confederación de Organizaciones de Psicopedagogía y Orientación de España	<a href="http://www.copoe.org">http://www.copoe.org</a>

\* Guía Docente sujeta a modificaciones