

BASIC DETAILS:

Subject:	DESIGN, IMPLEMENTATION AND ASSESSMENT OF TUTORIAL PROGRAMS (DIS., IMPLAN. Y EVAL. DEL PAT)		
Id.:	32569		
Programme:	GRADUADO EN EDUCACIÓN PRIMARIA. PLAN 2015 (BOE 17/08/2015)		
Module:	MENCIÓN PEDAGOGÍA TERAPÉUTICA: DIAGNÓSTICO, ORIENTACIÓN Y ATENCIÓN A LA DIVERSIDAD		
Subject type:	OPTATIVA		
Year:	4	Teaching period:	Primer Cuatrimestre
Credits:	6	Total hours:	150
Classroom activities:	72	Individual study:	78
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:	JAEN CARRILLO, DIEGO (T)	Email:	djaen@usj.es

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:

General programme competences	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.
	G07	Capacity to communicate in English 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.
Specific programme competences	E02	Know the characteristics of these pupils, in addition to the nature of their motivational and social contexts.
	E03	Master the necessary knowledge to understand the development of the personalities of these pupils and identify discrepancies.
	E04	Identify learning difficulties, report on them and cooperate in treating them.
	E06	Identify and plan the solution to educational situations which affect pupils with different capabilities and distinct learning speeds.
	E13	Foster group work and individual work and effort.
	E76	Capacity to detect learning difficulties.
	E77	Capacity to create intervention plans for each Specific Educational Need (SEN).
Regulated profession competences	P01	Know the curriculum areas of Primary Education, the interdisciplinary relationship between them, evaluation criteria and the body of didactic knowledge for the teaching and learning procedures, respectively.
	P02	Define, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.
	P03	Effectively address language learning situations in multicultural and multilingual situations.
	P06	Foster harmony in the classroom and outside, solve discipline problems and contribute to the peaceful solution of conflicts.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P08	Know the organisation of primary schools and the variety of activities of which they are comprised.
	P10	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P12	Take on the educational side of teaching and foment democratic education for an active citizenry.
	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
Learning outcomes	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>).

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,...

SUBJECT PROGRAMME:

Subject contents:

1 - ACADEMIC, CURRICULAR, AND PERSONAL ADVISING
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
2 - ACADEMIC, CURRICULAR, AND PERSONAL ADVISING PLAN (ACPAP)
2.1 - CONCEPTUALISATION
2.2 - ACPAP
2.2.1 - PARTS
2.2.2 - AIMS
2.2.3 - PLANNING
3 - STRATEGIES TO DEAL SUCCESSFULLY WITH ACPT
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
4 - PARTNERING WITH FAMILIES
4.1 - ACADEMIC GUIDANCE AND ADVISING: 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 other 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
Classroom activities	Master classes	15
	Other theory activities	7
	Practical work, exercises, problem-solving etc.	25
	Debates	4
	Coursework presentations	8
	Films, videos, documentaries etc.	1
	Workshops	8
	Assessment activities	4
Individual study	Tutorials	3
	Individual study	30
	Individual coursework preparation	12
	Group coursework preparation	12
	Research work	10
	Compulsory reading	9
	Recommended reading	2
Total hours:		150

ASSESSMENT SCHEME:

Calculation of final mark:

Final exam:	30 %
Portfolio:	50 %
Public Presentation:	20 %
TOTAL	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.

FUENTES, Patricio, AYALA, Amalia, DE ARCE, José F. y GALÁN, José I. Técnicas de trabajo individual y de grupo en el aula. De la teoría a la práctica. Madrid: Pirámide, 2003.

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: Wolkers 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	http://www.mecd.gob.es/revista-de-educacion/
Revista de Investigación Educativa	http://www.revistas.um.es/rie
Estudios sobre Educación	http://www.unav.edu/publicaciones/revistas/index.php/estudios-sobre-educacion/index
Orientación Andújar. Web sobre recursos educativos gratuitos	http://www.orientacionandujar.es
EducalNEE	http://www.mecd.gob.es/inee/Boletin-de-educacion.html
Instituto Nacional de Evaluación Educativa	http://www.mecd.gob.es/inee/portada.html
Revista Española de Orientación y Psicopedagogía	http://www.uned.es/reop/
Revista de Orientación Educativa	http://www.upla.cl/bibliotecas/revistas/roe/
Departamento de Educación, Cultura y Deporte. Gobierno de Aragón	http://www.educaragon.org
Fundación Zerbikas. Centro promotor del Aprendizaje-Servicio	http://www.zerbikas.es/guias-practicas/
Aprendizaje-Servicio. Blog Roser Battle	http://roserbattle.net/
Asociación Aragonesa de Psicopedagogía	http://www.psicoragon.es/
Asociación Educación Abierta	http://educacionabierta.org/
Centro Nacional de Innovación e Investigación Educativa	http://educalab.es/cniie/
Ayuda para maestros	http://www.ayudaparamestros.com/
TED Ed Lessons Worth Sharing	http://ed.ted.com/
Iniciativa EDUCA Ibercaja	http://aulaenred.ibercaja.es/
Asociación Americana de Orientación	http://www.counseling.org
Recursos para la Orientación Educativa en Internet	http://www.orientared.com
Confederación de Organizaciones de Psicopedagogía y Orientación de España	http://www.copoe.org

