

**Subject:** Educational Guidance and Tutorship (Tutorial action)

**Credits:** 6

**Semester:** 2nd

### **BRIEF DESCRIPTION**

Analysis of social and academic factors influencing educational process. The family as a social institution; family educational functions. Cooperation between family and school. School diversity. Educational Guidance and tutorial action (tutoring).

### **A. OBJECTIVES**

- Become aware of the purpose, importance and functions of guidance and mentoring in Education
- Design, implement and evaluate plans and programs of intervention.
- Know and master the main techniques for intervention in educational guidance.
- Design and implement basic strategies to facilitate mediation and cooperation among schools and family.
- Perform guidance functions in a competent way.

### **B. CONTENTS**

#### **1. Educational guidance.**

- Concepts, aims and objectives.
- Guiding process.
- Agents, destinataries, areas and contexts of intervention
- Professional agents in educational guidance according to Spanish legislation.

#### **2. Educational guidance in the classroom: tutorial action (tutoring)**

- The tutor as a guidance agent
- Professional profile of the tutor: competencies and functions.

#### **3. Tutorial Intervention**

- Intervention models.
- Main areas of intervention in tutorial action: academic (learning assessment), personal, interpersonal (classroom management), family attention, attending diversity.
- Institutional programs: PAT –POAP- PAD

#### **4. Technics, instruments and resources for tutorial action.**

- Estrategies for data collection.
- Guiding programs: presentation and analysis.

### **C. METHODOLOGY**

We will combine professor lectures, readings and other resources of information with personal and team activities to give the student an active roll in his/her learning. According to ECTS methodology, students will have some hours of work besides attending the classes. For each unit, different **learning activities** are designed. The activities will be prepared in working teams (student hours) and discussed (reviewed and corrected) in the classroom (classroom hours). Each team will prepare and upload a **“learning product”** ready to be shared in the classroom group.

In the classroom, a **critical discussion** about the activities will be held. ( Participation is needed). The professor has prepared an **agenda** to indicate which activity is going to be reviewed each day.

To develop communicative skills, each team will prepare and implement a LESSON PLAN about a selected guidance topic.

#### D. EVALUATION (ASSESSMENT)

ACTIVITY	VALUE	BRIEF DESCRIPTION
WRITTEN EXAM	40	On line quiz made of short questions based on "guiding questions".
DESIGN OF TUTORIAL SESSION	30	Each team will select and prepare a lesson plan about a guidance resource. The final product will be presented in the classroom.
EVERYDAY ACTIVITIES	30	A respectful attitude is required to all students. This means doing an active listening to the teacher and also to the colleagues and being responsible of his/her duties (prepare everyday activities and participate in classroom discussion about them). The teacher may ask a selection of these activities at the end of the semester.

#### E. INFORMATION SOURCES

We will combine English documentation (on line information collected from magazines, blogs and websites) with some Spanish basic manuals.

##### MANUALS RECOMMENDED

- ALCUDIA , R. et al. (2006). Atención a la diversidad . Barcelona : Graó.
- ANGULO VARGAS (2003) La Tutoría en Educación Primaria. Manual de ayuda. Madrid: Cisspraxis.
- BISQUERRA ,R. (Coord.) (2011). Educación emocional : propuestas para educadores y familias. Bilbao: Desclée de Brouwer.
- CABALLERO, M.A. (2009). Claves de la orientación profesional. Madrid CCS.
- FERNÁNDEZ, I (2001). Guía para la convivencia en el aula. Madrid: Escuela Española.
- FERNÁNDEZ, I (2004). Prevención de la violencia y resolución de conflictos. Madrid: Narcea.
- GALLEGO, S. y RIART, J. (2006) La tutoría y la orientación en el siglo XXI. Nuevas propuestas. Barcelona: Octaedro.
- GALVE MANZANO, J.L. y AYALA FLORES, C.L. (2002). Orientación y Acción Tutorial. Fundamentación. Madrid: CEPE.
- GALVE MANZANO, J.L. y AYALA FLORES, C.L. (2002). Orientación y acción tutorial. Aplicaciones y Materiales. Madrid: CEPE.
- GARCÍA MEDIAVILLA, I. y MARTÍNEZ GONZÁLEZ, M<sup>a</sup> de C. (2003) Orientación educativa en la familia y en la escuela. Casos resueltos. Madrid. Dykinson.
- JARES, X.R. (2006). Pedagogía de la convivencia. Barcelona: Graó.
- MARTÍNEZ GONZÁLEZ, M.C., QUINTANA DÍAZ, J. y TÉLLEZ MUÑOZ, J.A. (2002). La Orientación Escolar. Fundamentos y Desarrollo. Madrid: Dykinson.
- SANTANA, L.E. (2009) (3<sup>ed.</sup>) Orientación educativa e intervención psicopedagógica: cambian los tiempos, cambian las responsabilidades profesionales. Madrid: Pirámide.
- RIART VENDRELL, J. (coord.) (2007). Manual de Tutoría y Orientación en la Diversidad. Madrid: Pirámide.

RÍO SARDONIL, D. del, y MARTÍNEZ GONZÁLEZ, M.C. (2007). Orientación Educativa y Tutoría. Madrid: Sanz y Torres.

TORREGO, J.C. (2008): Mediación de conflictos en instituciones educativas. Narcea: Madrid.