



IDENTIFYING DATA

Guidance and Tutorial Function

Subject	Guidance and Tutorial Function			
Code	P02M066V12101			
Study programme	(*)Máster Universitario en Profesorado en Educación Secundaria Obligatoria, Bacharelato, Formación Profesional e Ensino de Idiomas. Especialidade: Arte. Debuxo			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	3.5	Mandatory	1st	1st
Teaching language	Spanish Galician			
Department				
Coordinator	de la Fuente Fernández, María Adoración Martínez Figueira, María Esther			
Lecturers	de la Fuente Fernández, María Adoración Martínez Figueira, María Esther			
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General description	The subject Orientation and Function Tutorial, is integrated in the common module of the *Máster University stop the Teaching staff of Secondary Education *Obligatoria, *Bacharelato, Professional Training and Teaching of Languages. The curricular content of this subject intends to be an effective tool, practical and operative stop the future student-docente- when treating to situate the processes of orientation and tutoring in the role educational daily, as well as establish planning and programs of action tutorial splitting of a approach inclusive educational and highly personality in collaboration with the teaching teams, students and families.			

Competencies

Code	
A1	(*)Coñecer os contidos curriculares das materias relativas á especialización docente correspondente.
A2	(*)Coñecer o corpo de coñecementos didácticos ao redor dos procesos de ensino e aprendizaxe respectivos.
A4	(*)Buscar, obter, procesar e comunicar información (oral, impresa, audiovisual, dixital ou multimedia), transformala en coñecemento e aplicala aos procesos de ensino e aprendizaxe nas materias propias da especialización cursadas.
A5	(*)Contextualizar o currículo que se vaia a implantar nun centro docente participando na planificación colectiva do mesmo.
A6	(*)Deseñar e desenvolver metodoloxías didácticas tanto grupais como personalizadas, adaptadas á diversidade dos estudantes.
A7	(*)Deseñar e desenvolver espazos de aprendizaxe, con especial atención á equidade, a igualdade de dereitos e oportunidades entre homes e mulleres, a formación cidadá e o respecto aos dereitos humanos que faciliten a vida en sociedade, a toma de decisións e a construción dun futuro sustentable.
A9	(*)Coñecer os procesos de interacción e comunicación na aula e dominar destrezas e habilidades sociais necesarias para fomentar a aprendizaxe e a convivencia na aula e abordar problemas de disciplina e resolución de conflitos.
A11	(*)Desenvolver as funcións de tutoría e orientación dos estudantes de maneira colexiada.
A12	(*)Participar na avaliación, investigación e a innovación dos procesos de ensino e aprendizaxe, comunicando as súas conclusións e as razóns que as sustentan á comunidade educativa e outros profesionais da educación.

- A13 (*)Coñecer a normativa e organización institucional do sistema educativo e modelos de mellora da calidade con aplicación aos centros de ensino.
- A14 (*)Coñecer e analizar as características históricas da profesión docente, a súa situación actual, perspectivas e interrelación coa realidade social de cada época.
- A15 (*)Informar e asesorar ás familias achega do proceso de ensino e aprendizaxe e sobre a orientación persoal, académica e profesional dos seus fillos.
- A16 (*)Traballar en equipo con outros profesionais da educación, enriquecendo a súa formación.
- A17 (*)Desenvolver hábitos e actitudes para aprender a aprender ao longo do seu posterior desenvolvemento profesional.
- A22 (*)Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e ritmos de aprendizaxes.
- A25 (*)Coñecer e aplicar recursos e estratexias de información, tutoría e orientación académica e profesional.
- A27 (*)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.
- A28 (*)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.
- A30 (*)Adquirir habilidades sociais na relación e orientación familiar.
- A49 (*)Participar nas propostas de mellora nos distintos ámbitos de actuación a partir da reflexión sobre a práctica.

Learning aims

Expected results from this subject	Training and Learning Results
1 Comprise the concepts of orientation and of tutoring as well as his relations with the teaching function.	A1
2 Value the importance of the orientation and of the tutoring in the teaching in secondary.	A2
3 Sensitize to the teaching staff of the need to take part actively in the orientation and tutoring systematic of the his students/them.	A4
4 Know the main legislative references related with the orientation and the tutoring	A5
5 Comprise the organisation and the structure of the Plan of Tutorial Action stop a centre of learning.	A7
6 Delimit the functions, tasks, contents and shipping addresses of the intervention tutorial.	A11
7 Know any techniques and instruments of work to employ in the realization of the tutorial.	A12
8 Inform and to advice to the families concerning the process of teaching-learning of the his children as well as the personal orientation, academic and professional that need.	A13
	A14
	A15
	A22
	A27
	A28
	A49
Competitions of the subject (generic and specific)	A6
1 Know the concepts and procedures basic of the disciplinary field.	A9
2 Have of a theoretical foundation that allow to comprise the aspects envelope those that owes to seat the orientation and the function tutorial.	A11
3 To build a base of knowledges, attitudes, skills and technical skills-professionals stop the development of the tutorial function.	A15
4 Know and take awareness of the regulatory legislation envelope to orientation and the tutorial function.	A16
5 Be able to identify and apply the main elements of the plan of tutorial action.	A17
6 Be able to work in group with the members of the educational community and with teams interdisciplinary/multidisciplinary.	A25
7 Have of social skills and be able to apply strategies stop the resolution of conflicts.	A30
8 Be able to board and resolve problems of discipline in the classroom.	A49
9 Be the one who to promote and keep the communication with the family and the environment.	
10 Be able of desing and apply programs of attention to the students and to the diversity, as well as of support to the families.	

Contents

Topic	
1.- Conceptual bases of the disciplinary field.	-
2.- Legislative bases of the orientation and tutorial function.	-
3.- Diagnostic, prevention and intervention in the difficulties of learning and of the attention to the diversity.	-
4.- Programs and strategies of intervention stop the attention to the diversity.	-
5.- Measures of attention to the diversity and curricular adaptations.	-

6.- Design and development of the Plan of Tutorial - Action. Strategies and technical of orientation in the tutoring.

7.- The participation of the families in centres and his orientation.

Planning

	Class hours	Hours outside the classroom	Total hours
Previous studies / activities	0	6	6
Master Session	5	10	15
Troubleshooting and / or exercises	4	4	8
Case studies / analysis of situations	6	10	16
Proceedings	3	3	6
Portfolio / dossier	4	5.5	9.5
Jobs and projects	1	20	21
Short answer tests	2	4	6

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Previous studies / activities	Research, reading and work of documentation, proposals of resolution of problems and/or exercises that will realize in the classroom and/or laboratory; of autonomous form by part of the students.
Master Session	Exhibition by part of the professor of the contained envelope to subject object of study, theoretical bases and/or guidelines of one work, exercise or project to develop pole student.
Troubleshooting and / or exercises	Activity in the that formulate problems and/or exercises related with the subject. The student owes to develop the suitable or correct solutions by means of it exercise of routines, the application of formulas or algorithms, the application of procedures of transformation of the available information and the interpretation of the resulted. It usually employ how supplement of the master lesson.
Case studies / analysis of situations	Analysis of a done, problem or real event with the aim to know it, interpreted, resolved, generate hypothesis, contrast data, reflect, complete knowledges, diagnosed and trained in alternative procedures of solution.
Proceedings	Open talk go in a group of students. It can centered in one fear of the contained of the subject, in the analysis of one marry, in the resulted of one project, exercise or problem developed previously in a master sessionl...

Personalized attention

Methodologies	Description
Previous studies / activities	Attention customized to the students to the through: - Presencial tutoring: In the dispatch of the teaching staff or by telephone in schedule of tutoring. - Email tutoring: to attend the urgent doubts. - E-learning with the Faitic platform. - Video-conference tutoring
Troubleshooting and / or exercises	Attention customized to the students to the through: - Presencial tutoring: In the dispatch of the teaching staff or by telephone in schedule of tutoring. - Email tutoring: to attend the urgent doubts. - E-learning with the Faitic platform. - Video-conference tutoring
Case studies / analysis of situations	Attention customized to the students to the through: - Presencial tutoring: In the dispatch of the teaching staff or by telephone in schedule of tutoring. - Email tutoring: to attend the urgent doubts. - E-learning with the Faitic platform. - Video-conference tutoring
Tests	Description
Portfolio / dossier	Attention customized to the students to the through: - Presencial tutoring: In the dispatch of the teaching staff or by telephone in schedule of tutoring. - Email tutoring: to attend the urgent doubts. - E-learning with the Faitic platform. - Video-conference tutoring
Jobs and projects	Attention customized to the students to the through: - Presencial tutoring: In the dispatch of the teaching staff or by telephone in schedule of tutoring. - Email tutoring: to attend the urgent doubts. - E-learning with the Faitic platform. - Video-conference tutoring
Short answer tests	Attention customized to the students to the through: - Presencial tutoring: In the dispatch of the teaching staff or by telephone in schedule of tutoring. - Email tutoring: to attend the urgent doubts. - E-learning with the Faitic platform. - Video-conference tutoring

Assessment

Description	Qualification
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Portfolio / dossier	Help, inside the classroom or in sessions of tutoring, the people or to teams of work, to create billed, interpreted, determine the range of the same and look for alternatives of solution it a problem taking into account bibliographic documentation and web. Of equal way to draft a work and/or exposed in the kind with the half accommodated.	40
	Orientation in the manufacture of a portfolio of activities realized, so that his format can have application to do a portfolio of to search of employment, where the competitions purchased possess big importance.	
Jobs and projects	Help, inside the classroom or in sessions of tutoring, the people or to teams of work, to create billed, interpreted, determine the range of the same and look for alternatives of solution it a problem taking into account bibliographic documentation and web. Of equal way to draft a work and/or exposed in the kind with the half accommodated.	40
	Orientation in the manufacture of a portfolio of activities realized, so that his format can have application to do a portfolio of to search of employment, where the competitions purchased possess big importance.	
Short answer tests	Help, inside the classroom or in sessions of tutoring, the people or to teams of work, to create billed, interpreted, determine the range of the same and look for alternatives of solution it a problem taking into account bibliographic documentation and web. Of equal way to draft a work and/or exposed in the kind with the half accommodated.	20
	Orientation in the manufacture of a portfolio of activities realized, so that his format can have application to do a portfolio of to search of employment, where the competitions purchased possess big importance.	

Other comments on the Evaluation

- To achieve a positive continuous evaluation, given the modality of presencial teaching of the Master, demands it all the students an presencial assistance of one minimum of 80% of the sessions (admissible to foul of 20% of the hours) in addition to the realization and delivery of ponderable tasks.
- The terms of delivery of the activities, works, etc. They will be communicated the first day of kind with the presentation of the program of the subject. It IS necessary *respetalos strictly to be qualified in the continuous evaluation.
- The students that do not obtain a continuous positive assesment envelope the parameters exposed previously, will be able to presented the a proof written (marked date in the calendar of the *mestrado for official examinations) envelope all the contents worked. This proof will be about in the exactly of the contents and competitions achieved poles students/them in the subject and will have join weighting of 10 points (100% of wool final note).

Sources of information

- ÁLVAREZ GONZÁLEZ, B. (2003). Orientación familiar: Intervención familiar en el ámbito de la diversidad. Madrid: Sanz y Torres.
- ÁLVAREZ, M. e BISQUERRA, R. (2012), Orientación educativa: áreas, estrategias y recursos. Barcelona, Wolters Kluwer España.
- ÁLVAREZ, M. e BISQUERRA, R. (Coords.) (1998). Manual de Orientación y Tutoría. Praxis.
- BLASCO CALVO, P. (2006). Estrategias psicopedagógicas para la diversidad en educación secundaria. Casos prácticos resueltos. Valencia: Nau Llivres (pp. 54-55).
- LÓPEZ URQUIZAR, N. e SOLÁ MARTÍNEZ, T. (2005). Orientación escolar y tutoría. Granada: Grupo Editorial Universitario.
- MARTIN, X. e outros (2008). Tutoría. Técnicas, recursos y actividades. Madrid: Alianza Editorial.
- MARTÍN, E. e MAURI, T. (2011). Orientación educativa. Atención a la diversidad y educación inclusiva. Barcelona: Graó.
- MARTÍN, E. e ONRUBIA, J. (2011). Orientación y tutoría. Procesos de innovación y mejora de la enseñanza. Barcelona: Graó.
- MARTÍN, E. e SOLÉ, I. (2011). Orientación educativa. Modelos y estrategias de intervención. Barcelona: Graó.
- MARTÍNEZ, M.de C. (2012), Orientación educativa en la familia y en la escuela: casos resueltos. Madrid: Dykinson.
- MARTÍNEZ GONZÁLEZ, M. de C.; ÁLVAREZ GONZÁLEZ, B. y FERNÁNDEZ, A.P. (2009).Orientación Familiar: Contextos, evolución e intervención. Madrid: Sanz y Torres.
- MARTÍNEZ GONZÁLEZ, Mª de C. (2007). Orientación educativa y tutoría. Madrid: Sanz y Torres.

MONGE, C. (2009). Tutoría y orientación educativa. Nuevas competencias. Bizkaia: Wotters Kluwer

OCAMPO, C. I. (2012). Tutoría educativa en los diversos niveles y escenarios pedagógicos. En L. M. Sobrado, E. Fernández y M. L. Rodicio (Coords.). Orientación Educativa. Nuevas perspectivas (pp. 217-243). Madrid: Biblioteca Nueva.

SANTANA, L.E. (2012). Orientación educativa e intervención psicopedagógica. Madrid: Pirámide.

SARMIENTO, J. A. (2012). Estrategias y acciones de asesoramiento social y familiar. En L. M. Sobrado, E. Fernández y M. L. Rodicio (Coords.). Orientación Educativa. Nuevas perspectivas (pp. 297-322). Madrid: Biblioteca Nueva.

SOBRADO, L. y BARREIRA, A. J. (2012). Servicios de orientación educativa: organización y funcionamiento. En L. Sobrado, E. Fernández y M. L. Rodicio (Coords.), Orientación Educativa. Nuevas perspectivas. Madrid: Biblioteca Nueva, pp. 187-214.

ALGUNHAS REVISTAS DE INTERESE

- Revista Española de Orientación y Psicopedagogía. <http://dialnet.unirioja.es/servlet/revista?codigo=1229>
- Revista de Investigación Educativa RIE. <http://dialnet.unirioja.es/servlet/revista?codigo=1187>
- Revista de Investigación en Educación. <http://dialnet.unirioja.es/servlet/revista?codigo=8080>
- Cuadernos de Pedagogía. <http://dialnet.unirioja.es/servlet/revista?codigo=378>
- Profesorado: Revista de curriculum y formación del profesorado.
<http://dialnet.unirioja.es/servlet/revista?codigo=1066>
- Familia. <http://dialnet.unirioja.es/servlet/revista?codigo=580>
- Revista de Educación. <http://dialnet.unirioja.es/servlet/revista?codigo=1159>
- Revista Iberoamericana de Educación. <http://dialnet.unirioja.es/servlet/revista?codigo=7466>
- Revista Galego-Portuguesa de Psicoloxía e Educación. <http://dialnet.unirioja.es/servlet/revista?codigo=5804>

ALGUNHAS WEBS DE INTERESE

- Banco de imaxes e sons do MEC. <http://recursostic.educacion.es/bancoimagenes/web/>
- CNICE- MEC, recursos para a Educación Secundaria Obrigatoria: <http://www.isftic.mepsyd.es/w3/recursos/secundaria/>
<http://capileiraticrecursos.wikispaces.com/RECURSOS+PARA+E.+SECUNDARIA>

Recommendations

Subjects that continue the syllabus

(*)Innovación Docente e Iniciación á Investigación Educativa na Educación Física/P02M066V03216

Subjects that are recommended to be taken simultaneously

The Didactics of Physical Education. Curriculum Design and Development/P02M066V03214

Other comments

It recommends:

- 1) Assistance continued the kinds. The assistance considers fundamental stop the tracking of the subject by part of the students and stop the evaluation, by part of the docente.
 - 2) Dominance of the computing to level user, what supposes handle it of applications of general character (for example, of treatment of texts, database, program of presentations...), of the email and Internet.
 - 3) favourable and receptive Attitude stop the learning.
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