



IDENTIFYING DATA

Guidance and Tutorial Function

Subject	Guidance and Tutorial Function			
Code	V02M066V09101			
Study programme	Máster Universitario en Profesorado en Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas. Especialidad: Lenguas y Literaturas. Lenguas Extranjeras			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	3.5	Mandatory	1st	1st
Teaching language	#EnglishFriendly Spanish Galician			
Department				
Coordinator	Doval Ruiz, María Isabel			
Lecturers	Doval Ruiz, María Isabel			
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General description	(*)The subject "Guidance and Tutoring Function" is part of the common module of the Master's Degree in Secondary Education Teaching, Baccalaureate, Vocational Training, and Language Teaching.			
	The curricular content of this subject aims to be an effective, practical, and operational tool for the student - future teacher - by addressing the processes of guidance and tutoring in daily educational work, as well as establishing tutoring action plans and programs based on an inclusive and highly personalized educational approach in collaboration with teaching teams, students, and families.			

Training and Learning Results

Code	
B1	
B4	
B6	
B7	
B9	
B11	
B18	
C1	(*)Coñecer as características dos estudantes, os seus contextos sociais e motivacións.
C2	(*)Comprender o desenvolvemento da personalidade destes estudantes e as posibles disfuncións que afectan a aprendizaxe.
C3	(*)Elaborar propostas baseadas na adquisición de coñecementos, destrezas e aptitudes intelectuais e emocionais.
C4	(*)Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e ritmos de aprendizaxes.
C7	(*)Coñecer e aplicar recursos e estratexias de información, titoría e orientación académica e profesional.
C8	(*)Promover accións de educación emocional, en valores e formación cidadá.

- C9 (*)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.
- C10 (*)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.
- C12 (*)Adquirir habilidades sociais na relación e orientación familiar.
- C13 (*)Coñecer e aplicar recursos e estratexias de educación no respecto e valor da diversidade lingüística e as súas implicacións educativas.
- C19 (*)Transformar os currículos en programas de actividades e de traballo.
- C21 (*)Fomentar un clima que facilite a aprendizaxe e poña en valor as achegas dos estudantes.
- C22 (*)Integrar a formación en comunicación audiovisual e multimedia no proceso de ensino-aprendizaxe.
- C24 (*)Coñecer e aplicar propostas docentes innovadoras no ámbito da especialización cursada.
- C25 (*)Analizar críticamente o desempeño da docencia, das boas prácticas e da orientación utilizando indicadores de calidade.
- C30 (*)Dominar as destrezas e as habilidades sociais necesarias para fomentar un clima que facilite a aprendizaxe e a convivencia.
- C31 (*)Participar nas propostas de mellora nos distintos ámbitos de actuación a partir da reflexión sobre a práctica.
- D1 (*)Utilizar bibliografía e ferramentas de procura de recursos bibliográficos xenerais e específicos, incluíndo o acceso por Internet.
- D2 (*)Xestionar de forma óptima o tempo de traballo e organizar os recursos dispoñibles, establecendo prioridades, camiños alternativos e identificando erros lóxicos na toma de decisións.
- D3 (*)Potenciar a capacidade para o traballo en contornas cooperativas e pluridisciplinares

Expected results from this subject

Expected results from this subject	Training and Learning Results
(*)Comprender a organización e a estrutura do Plan de Acción Titorial para un centro de ensinanza secundaria.	B1 B4 B6 B7 B9 B11 B18 C2 C4 C7 C12 C21 C25 D2
Be able to purchase real signals using specific hardware.	C22
(*)Deseñar e aplicar estratexias e programas de atención á diversidade do alumnado, así como de apoio ás familias. saber saber facer A3	C1 C4 C9 C10 C12 D1 D3

(*)Comprender a organización e a estrutura do Plan de Acción Titorial para un centro de ensinanza secundaria	C3
saber facer	C7
Saber estar / ser	C9
A3	C13
A6	C19
A7	C24
A10	C31
A11	D1
A15	D2
A16	
A21	
A25	
A27	
A31	
A37	
A42	
A49	
B1	
B2	
<hr/>	
(*)Deseñar e aplicar estratexias e programas de atención á diversidade do alumnado, así como de apoio ás familias.	B1
saber	B4
saber facer	B6
A3	B7
A6	B9
A7	B11
A8	B18
A10	C1
A15	C3
A19	C4
A22	C9
A27	C10
A28	C12
A30	C30
B1	D1
B3	D3
<hr/>	
(*)Coñecer e aplicar algunhas técnicas e instrumentos de traballo a empregar na realización da labor titorial.	B1
saber	B4
saber facer	B6
A8	B7
A9	B11
A11	B18
A16	C4
A17	C7
A18	C21
A22	C30
A25	C31
A31	D1
A39	D3
A48	
A49	
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(*)Promover e manter a comunicación coa familia e o entorno. informando e asesorando nos diversos ámbitos da orientación e a acción titorial.	B1
saber	B4
saber facer	B6
A15	B7
A25	B9
A26	B11
A28	B18
A29	C7
A30	C8
B1	C9
B3	C10
	C12
	D1
	D3

Topic

1.- Conceptual bases of the disciplinary field.	1.1 Concept and principles of orientation. The function *titorial: concept and contents.
2.- Legislative bases of the orientation and function *titorial.	2.1 Of the organic laws to the decree 120/1998 and the order that develops it. Other disposals related with the orientation and the *titoría: regulations of centres, curriculum, evaluation *psicopedagógica and attention to the diversity
3.- Diagnostic, prevention and intervention in the difficulties of learning and of the attention to the diversity.	3.1 Functions of the diagnostic in the secondary education: preventive and corrective. Diagnostic and attention to the diversity. The diagnostic in the difficulties of learning
4.- Programs and strategies of intervention for *atención to the diversity.	4.1 Programs of intervention in the attention to the diversity and main didactic strategies.
5.- Measures of attention to the diversity and curricular adaptations.	5.1 common Measures of attention to the diversity. Extraordinary measures of attention to the diversity
6.- Design and development of the Plan of Action *Titorial. Strategies and technical of orientation in the *tutoría.	6.1 Concept of plan of action *titorial stop the secondary education. Design, execution and evaluation of #a PAT in secondary education. Activity *orientadora of the professor *titor, strategies and technical.
7.- The participation of the families in centres and his orientation.	7.1 The relation family and professors *titores. The families in the takes of decision in the centres of secondary. The orientation to the families since it *titoría and the department of orientation: the council *orientador

Planning

	Class hours	Hours outside the classroom	Total hours
Presentation	2	4	6
Discussion Forum	0	2	2
Lecturing	8	16	24
Seminars	0	2	2
Introductory activities	1.5	0	1.5
Mentored work	4	8	12
Essay	0	40	40

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

Methodologies

	Description
Presentation	Exposición por parte do alumnado ante o docente e/ou un grupo de estudantes dun tema sobre contidos da materia ou dos resultados dun traballo, exercicio, proxecto... Pódese levar a cabo de maneira individual ou en grupo.
Discussion Forum	Activity developed in a half virtual in the that debate diverse subjects related with the academic field and/or professional.
Lecturing	Exhibition by part of the professor of the contained envelope to subject object of study, bases *teóricase/or guidelines of one work, exercise or project to develop pole student.
Seminars	Glimpsed that the student keeps with the teaching staff of the subject for *asesoramento/development of activities of the subject and of the process of learning.
Introductory activities	Activities *encamiñadas to take contact and gather information envelope the students, as well as present the subject.
Mentored work	The student develops exercises or projects in the low classroom the guidelines and supervision of the professor. It can be linked his developments with autonomous activities of the student.

Personalized assistance

Methodologies	Description
Mentored work	Realization of works and derivative activities of the contained of the subject.

Assessment

Description	Qualification Training and Learning Results

Presentation	Exhibition by part of the students in front of it teaching and/or a group of students of one fear on contents of the subject or of the resulted of one work, exercise, project... Can be carried out of individual way or in group.	10	B1	C1	D1
			B4	C2	D2
			B6	C3	D3
			B7	C4	
			B9	C7	
			B11	C8	
			B18	C9	
				C10	
				C12	
				C21	
				C24	
				C25	
				C30	
Discussion Forum	Activity developed in a half virtual in the that debate diverse subjects related with the academic field and/or professional.	10		C25	D3
				C31	
Mentored work	The student develops exercises in the low classroom the guidelines and supervision of the professor. It can be linked his development with autonomous activities of the student.	40	B1	C1	D1
			B4	C2	D2
			B6	C3	D3
			B7	C4	
			B9	C7	
			B11	C8	
			B18	C9	
				C10	
				C21	
				C24	
				C25	
				C30	
				C31	
Essay	The student presents the result obtained in the manufacture of one document envelope to thematic of the subject, in the preparation of seminars, investigations, memories, essays, summaries of readings, conferences, etc. Can be carried out of individual way or in group, of oral form or writing	40	B1	C1	D1
			B4	C2	D2
			B6	C3	D3
			B7	C4	
			B9	C7	
			B11	C8	
			B18	C9	
				C10	
				C12	
				C21	
				C24	
				C25	
				C30	
	C31				

Other comments on the Evaluation

CONTINUOUS ASSESSMENT:

This master's program has a face-to-face teaching modality; therefore, attendance to class and completion of classroom work are mandatory for continuous assessment. Attendance must be at least 80%, allowing for a 20% absence rate.

To pass the subject, students must obtain at least 50% of the qualification in each assessment.

GLOBAL ASSESSMENT

Students who cannot follow the continuous assessment will take a test on the subject's contents on the date set in the master's program calendar for official exams. This test will account for 100% of the final grade. The details and characteristics of this test will be specified by the faculty on the day of the subject presentation or during a personal consultation.

Those students who do not pass the tests or activities subject to assessment can retake them in the July session, where the competencies not acquired in the first opportunity will be evaluated.

The official assessment dates for the subject can be consulted on the Master's program website under the "exams" section.

In line with the inclusive nature that characterizes the Faculty of Education and Social Work, this guide may be adapted to meet the specific educational support needs of students enrolled in the PIUNE (PAT) program.

Sources of information

Basic Bibliography

Álvarez, M. e Bisquerra, R., **Orientación educativa**, Wolters Kluwer, 2012

Arnaiz, P. e Isus, S., **La tutoría, organización y tareas**, Graó, 2008

Expósito, J. (Coord.), **La acción tutorial en la Educación Actual**, Editorial Síntesis, 2014

Gallego, S. e Riart, J. (coord.), **La tutoría y la orientación en el siglo XXI: nuevas propuestas**, Octaedro, 2006

Giner Tarrida, A., **La tutoría y el tutor: estrategias para su práctica**, Horsori, 2008

Torrego, J. C. (coord.), **La tutoría en los centros educativos**, Graó, 2014

Complementary Bibliography

Ballesteros, M. e Outros, **Las competencias del profesorado para la acción tutorial**, CISSPRAXIS, 2002

Bisquerra, R. (Coord.), **La práctica de la orientación y la tutoría**, CISSPRAXIS, 2002

Cobos, A., **Manual de orientación educativa. Teoría y práctica de la Psicopedagogía**, Narcea, 2022

Gallego, S. e Riart, J., **La tutoría y la orientación en el siglo XXI: nuevas propuestas**, Octaedro, 2006

Riart Vendrell, J., **Manual de tutoría y orientación en la diversidad**, Pirámide, 2007

Xunta de Galicia, **A orientación educativa e profesional en Galicia**, Xunta de Galicia, 2000

Recommendations
