



IDENTIFYING DATA

Guidance on Legal Basis, Composition, Plans and Programs

Subject	Guidance on Legal Basis, Composition, Plans and Programs			
Code	O02M066V06105			
Study programme	Máster Universitario en Profesorado en Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas. Especialidad: Orientación			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	4	Mandatory	1st	1st
Teaching language	Galician			
Department				
Coordinator	Fernández Guerra, Ernesto			
Lecturers	Fernández Guerra, Ernesto			
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General description	(*)Esta materia ten a función de axudar ao alumnado a adquirir e desenvolver todo tipo de competencias que lle permitan exercer a orientación académica e profesional en centros de educación secundaria con coñecemento das bases legais que regulan a súa organización e funcionamento en Galicia, así como as claves conceptuais para comprender ambas as dimensións e desenvolverse adecuadamente no devandito contexto.			

Training and Learning Results

Code	
B3	
B11	
B13	
B14	
C1	(*)Coñecer as características dos estudantes, os seus contextos sociais e motivacións.
C6	(*)Coñecer a evolución histórica do sistema educativo no noso país.
C7	(*)Coñecer e aplicar recursos e estratexias de información, titoría e orientación académica e profesional.
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.
C12	(*)Adquirir habilidades sociais na relación e orientación familiar.
C19	(*)Transformar os currículos en programas de actividades e de traballo.
C23	(*)Coñecer estratexias e procedementos de avaliación e entender a avaliación como un procedemento de regulación da aprendizaxe e estímulo ao esforzo.
C25	(*)Analizar criticamente o desempeño da docencia, das boas prácticas e da orientación utilizando indicadores de calidade.
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 xerais e específicos, incluíndo o acceso por Internet.
D3	(*)Potenciar a capacidade para o traballo en contornas cooperativas e pluridisciplinarias

Expected results from this subject

Expected results from this subject	Training and Learning Results
(*)1. Coñecer as bases teórico-legais da orientación no sistema educativo	C6 C7 C25 D1 D3
(*)2. Comprender a relación existente entre os distintos modelos de orientación psicopedagóxica e o sistema educativo	B13 B14 C1 C6 C31 D1
(*)3. Analizar criticamente o modelo institucional de orientación existente na Comunidade Autónoma de Galicia	B13 C25 D1
(*)4. Diseñar un Plan de Orientación Académica e Profesional para educación secundaria	B3 B11 B13 C7 C9 C12 C19 C23 D1
(*)5. Valorar a orientación educativa como un factor de importancia para a calidade da educación	C7 C9 C25 C31 D3

Contents

Topic	
1. The orientation how educational activity	1.1. Relation between orientation and education 1.2. The orientation in the educational system
2. Principios e modelos de orientación	2.1. Os principios de prevención, desenvolvemento e intervención no contexto. 2.2. Modelos teóricos, de intervención e institucionais
3. Instruments and technical of orientation	3.1. The relation between model, technical and instrument 3.2. The systematic observation, the proofs *psicopedagóxicas and the interview
4. Organisation and operation of the services of orientation	4.1. The internal services: department of orientation and *titorías. 4.2. The external services: teams of a field and speciality determined.
5. The *titoría how element of the secondary education	5.1. The *titoría in the centres of secondary: regulations 5.2. The functions *titoriais in the secondary education in the Autonomous Community of Galicia
6. Principles of intervention *psicoeducativa derivatives of the approaches *sistémico and constructivist.	6.1. The principles of intervention *psicoeducativa in the at present valid legislation. 6.2. The intervention *psicoeducativa how activity of the department of orientation and the team of specific orientation
7. Elements of curricular design and the projects of curricular realization	7.1. Contents of academic orientation and professional how elements of the design and realization of the curriculum 7.2. *Adecuación Of the curriculum in function of the diagnostic *psicopedagóxico.
8. *Fundamentación Psychological and pedagogical of the curriculum	8.1. Psychological bases of the curriculum of secondary and academic and professional orientation. 8.2. Pedagogical bases of the curriculum of secondary and academic and professional orientation.
9. Plans and programs to develop in education	9.1. The plan of academic orientation and professional (POAP) in the secondary education in the valid legislation. 9.2. The plan of action *titorial (PAT) in the current secondary education. 9.3. The plan of attention to the diversity (PAD) 9.4. Plan of *convivencia in the centre (PC)

Planning

	Class hours	Hours outside the classroom	Total hours

Lecturing	3	12	15
Problem solving	4	10	14
Case studies	3	6	9
Mentored work	2	16	18
Debate	2	2	4
Presentation	3	10	13
Essay	2	16	18
Problem and/or exercise solving	3	6	9

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

Methodologies

	Description
Lecturing	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 *estudiantado. It results fundamental that the explanations serve to help to comprise in legal and conceptual terms the institutional model of educational orientation and professional that finds valid in the Autonomous Community of Galicia.
Problem solving	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 procedures of transformation of the available information and the interpretation of the resulted. It Will employ how supplement of the lesson *maxistral. The problems that can proposed are those that usually present him to the departments of orientation of the centres with stages of education. Secondary
Case studies	Analysis of a done or real problem related with the orientation *psicopedagógica with the aim to know it, interpreted, resolved, generate hypothesis, contrast data, *reflexionar, complete knowledges, diagnosed and trained in alternative procedures of solution. It supposes the application of the theoretical and legal concepts that impart in the subject.
Mentored work	Manufacture of one document on orientation *psicopedagógica or preparation of investigations, memories, essays, summaries of readings, *videos, etc. *Constiúe An autonomous activity of the student that includes the research and collected of information, reading and handle of bibliography, editorial and exhibition of the resulted and that explains with the help and *oseguemento of the teaching staff. *Constiúe An important element stop the evaluation of the students and, together with the his exhibition, possesses an important weight in the his qualification
Debate	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 session *maxistral...
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, problem, exercise, project or study of case, usually *tutelados pole teaching staff. Can be carried out of individual way or in group and together with the manufacture and result of the work as such possesses an important weight in the qualification of the students.

Personalized assistance

Methodologies Description

Problem solving	In the kinds and in the hours of *titoría
Case studies	In the kinds and in the hours of *titoría
Mentored work	In the sessions of *titoría to the effect
Debate	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 session *maxistral...

Tests Description

Essay	In the kinds and in the hours of *titoría
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Assessment

Description	Qualification	Training and Learning Results
Problem solving	20	B3 C7 D1 B11 C31 B13
Mentored work	30	B11 C9 D3 C23 C25 C31

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	B13 B14	D1 D3
Essay	Realize a plan of academic orientation and professional taking into account the principles of the orientation, the theoretical models, of intervention and institutional valid stop an educational centre that indicate the professor of the subject.	40	B3 B13	C7 C9

Other comments on the Evaluation

1. The one who did not accredit the *travÃ*s of the half exposed to *adquisiciÃ*n and development of the competitions enumerated in the present document *haberÃ* to subject the a back proof of *avaliaciÃ*n, with questions of short and long answer (*vÃ*xase points 2 and 3), this proof *terÃ* a weight of a 40% in the note. *DeberÃ* *tamÃ*n Present the corresponding works: IT) *elaboraciÃ*n *dalgÃ*n plans that can apply in And. Primary and/or Secondary, *terÃ* a weight of a 30% of the note. *B) Realize a Plan of *OrientaciÃ*n *AcadÃ*cat and Professional stop the stage that indicate the professor, *terÃ* a weight of a 30% in the note.

2. *AvaliaciÃ*n Global: The assistance *Ã* mandatory, pole that the one who loss *mÃ*is of a 20% *deberÃ* realize an examination with questions of short and long answer, questions of *desarrollo envelope the contents of the subject, that *xulgarÃ* consistent to the criteria of attainment of the competitions and objective of the same, this proof *terÃ* a weight of a 40% in the note. *Asemade *deberÃ* Deliver the works that mandate him the professor to evaluate the competitions that can not be evaluated by means of proof written of examination, these works *serÃ*n: IT) *elaboraciÃ*n *dalgÃ*n plans indicated pole professor that can carry out in And. Primary and/or Secondary, *terÃ* a weight of a 30% of the note. *B) Realize a Plan of *OrientaciÃ*n *AcadÃ*cat and Professional stop the stage or stages that indicate him the professor, *terÃ* a weight of a 30% in the note.

3. The proof *terÃ* place in the dates and hours that point out by the *direcciÃ*n of the *mestrado.

Sources of information

Basic Bibliography

CIDE, **Orientaci3n educativa, fundamentos te3ricos, modelos institucionales y nuevas perspectivas**, 1, Ministerio de Educaci3n, Pol3tica Social y, 2009

Sobrado, L. y Ocampo, C., **Evaluaci3n psicopedag3gica y orientaci3n educativa**, 3, Estel, 2000

Xunta de Galicia, **Orientaci3n escolar e acci3n titorial en Galicia**, 1, Xunta de Galicia. Conselleri3 de Educaci3n e Orden, 2004

Complementary Bibliography

Graña, V., **Manual legislativo do ensino non universitario galego**, 3, V. Graña editor, 2014

Sobrado, L., Fern3ndez, E. y Rodicio, M. L. (coords.), **Orientaci3n Educativa. Nuevas tendencias**, 1, Biblioteca Nueva, 2012

Recommendations

Subjects that continue the syllabus

Internships/O02M066V06301

Final Year Dissertation/O02M066V06401

Subjects that it is recommended to have taken before

Diagnosis and Development of Curricular Competence/O02M066V06106

Curriculum Design and the Organisation of Educational Centers/O02M066V06103

Guidance and Tutorial Function/O02M066V06101