



ORIENTATION MODELS

*(Bachelor's Degree in
Pedagogy)*

Universidad Católica of Valencia

Year 2020/2021



TEACHING GUIDE OF THE MATTER AND/OR SUBJECT

			ECTS
Subject: ORIENTATION MODELS		4.5	
Matter: MODELS		10.5	
Module: ORIENTATION		16.5	
Type of Education (1): COMPULSORY	Year: 3rd	Semester: 1st	
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ORGANISATION OF THE MODULE

ORIENTATION				16.5 ECTS
Duration and temporal location within the curriculum: (brief justification)				
Matters and Subjects				
Matter	ECTS	SUBJECT	ECTS	Year Semester
MODELS	10.5	Models of orientation	4.5	3rd/1st
		Diagnosis in education	6	3rd/1st
MENTORING	6	Mentoring: plans and techniques	6	4th/1st

¹¹ basic Education (common matter), Compulsory, Electives, Practicum, Bachelor's Thesis.



TEACHING GUIDE SUBJECT: ORIENTATION MODELS				
Prerequisites: THERE ARE NO PREREQUISITES				
GENERAL GOALS				
<ul style="list-style-type: none"> a) To reflect on the sense and the importance of orientation in the different educational institutions. b) To recognise the tasks associated with the advisor in the educational centres. c) To identify diverse models of orientation in education. d) To develop an intervention program according to one of the worked models of orientation for the resolution of problems. e) To value educational orientation in all domains of professional development 				
CROSS-SECTIONAL SKILLS	Importance of the skill			
	1	2	3	4
1.- To acquire the capacity to analyse and synthesise information			x	
2.- To organise and plan			x	
11.- To apply interpersonal abilities				x
12.- To develop a personal and professional ethical commitment in the speciality of pedagogy			x	
22.- To promote, plan and direct the implementation of processes and models of management of the quality from the plans of evaluation developed in the educational institutions and/or organisations		x		
SPECIFIC SKILLS	Importance of the skill			
	1	2	3	4
6.- To know the models, principles and approaches of the educational, school and professional orientation in diverse educational contexts.				x
12.- To design, develop and evaluate programs of orientation adapted to the differential characteristics of subjects and situations, in the different educational domains				x
22.- To know and to know how to combine the personal variables, basic psychological processes, the interpersonal factors and the agents of the teaching-learning process to be able to apply them			x	



LEARNING OUTCOMES	SKILLS
2.- The student takes initiative and stimulates team work	T11 - E22
3.- The student knows the models of school, educational, and professional direction	T1 - T12 - E6
6.- The student designs, plans, develops and evaluates direction programs	T7 - T22 - E12

EDUCATIONAL ACTIVITIES OF ACTUAL WORK			
ACTIVITY	Teaching-Learning Methodology	Relation with skills of the module	ECTS
MASTER CLASS	Teacher presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	T-6, T-22 E-6, E-7	0.82
PRACTICAL EXERCISES	Sessions of group work in groups supervised by the professor. Study of cases, analysis of diagnoses, problems, study of speciality, computer classroom, visits, data search, libraries, on line, Internet, etc. Significant construction of knowledge through the interaction and activity of the student.	T-1, T-7, T-11 E-11, E-12, E-22	1.09
MENTORING	Customised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminars, readings, elaboration of papers, etc.	ALL	0.27
EVALUATION	Set of tests or additive oral and/or written used in the initial evaluation of the student.	ALL	0.27
Total			2.45



EDUCATIONAL ACTIVITIES OF INDEPENDENT WORK OF THE STUDENT (SEMIPRESENCIAL)			
ACTIVITY	Methodology of Education-Learning	Relation with Skills of the Module	ECTS
SYNCHRONOUS VIRTUAL SESSION (Videoconferences)	Teacher presentation, analysis of the skills, explanation and demonstration of capacities, abilities and knowledge in the virtual classroom.	T-6 E-6, E-7	0.27
VIRTUAL THEORETICAL ASYNCHRONOUS SESSION	Through previous planning the professor submits of a detailed guide with the order of study of the materials that he or she is activating in the virtual classroom: documents, video-lessons created by in the UCV, external links and/or additional	ALL	0.54
TEAM WORK	Individual attention for the pursuit and direction of the learning process carried out by the advisor with the intention of reviewing and discussing to the materials and subjects, seminars, readings, elaboration of papers.	T-1, T-7, T-9, T-16, T-12 E-11, E-12, E-22	0.13
ACTIVITIES OF ONGOING ASSESSMENT	Preparation in group of readings, tests, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical exercises and/or mentoring. Work carried out in the platform or other virtual spaces.	T-2, T-6 E-6, E-7, E-11, E-12	0.40
INDEPENDENT WORK	Self-evaluations, submission of individual tasks on: resolution of problems, commentaries, recensions..., to give in different terms throughout the course.	ALL	0.13
INDEPENDENT WORK	Study of the student: Individual preparation of readings, tests, resolution of problems, seminars, papers, reports, etc. to present or to give in the theoretical classes, practical exercises and/or positions of a guardian of small group. Work carried out in the platform or other virtual spaces.	ALL	0.54



Total	2.05
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ASSESSMENT SYSTEM OF THE ACQUISITION OF SKILLS AND MARKING SYSTEM		
		Allocated percentage
Assessment instrument		30%
Written tests	Portfolios	30%
Solution of practical cases		15%
Oral presentation of group and individual papers		15%
Work of the student in the blended sessions		10%
Active Participation in the theoretical-practical sessions, the seminars and the mentoring sessions		10%

CRITERIA FOR THE CONCESSION OF HONOUR DISTINCTION:

To specify concrete criteria indicated for the subject and faculty to which the degree is assigned and in agreement with the general norm that indicates that only an honour distinction can be conferred for every each 20 students not in fractions of 20; the latter excludes the case of groups with fewer than 20 students altogether, in which case an honour distinction can be given.



BRIEF DESCRIPTION OF CONTENTS OF EACH SUBJECT

Conceptual Framework of orientation and psychopedagogical intervention. Models of educational orientation. Institutional model. Areas of direction. Instruments, techniques and resources

DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groupings. Development of the contents in didactic Guides.	(Indicate, numerically, the related skills)
The function of orientation	T1, T7, T11, T12, T22 E6, E12, E22
Classical models of Orientation and present perspective of action	
Areas of intervention	
Regulation of orientation	

TEMPORAL ORGANISATION OF LEARNING (First enrolment Students):

CONTENT BLOCK/ DIDACTIC UNIT	Number of sessions
The function of orientation	2
Classical models of Orientation and present perspective of action	7
Areas of intervention	2
Regulation of orientation	2



BIBLIOGRAPHY

- BASIC
- Álvarez González, M. y Bisquerra Alzina, R. (2012). *Orientación educativa. Modelos, áreas, estrategias y recursos*. Madrid: Wolters Kluwer.
- Bisquerra Alzina, R. (2003). *Modelos de orientación e intervención psicopedagógica*. Barcelona: CISSPRAXIS
- Martín, E. y Solé, I. (coords.). (2011). *Modelos y estrategias de intervención*. Barcelona: MEC y Graó.
- Santana, L.E. (2003). *Orientación educativa e intervención psicopedagógica. Cambian los tiempos, cambian las responsabilidades profesionales*. Madrid: Pirámide
- Grañeras, M. y Parras, A. (Coords). (2009). *Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas*. CIDE (MEC)
- COMPLEMENTARY
- Alonso, L. y Blázquez, F. (2012). *El docente de educación virtual. Guía básica*. Madrid: Narcea.
- Bonals, J. y Sánchez-Cano, M. (coords.) (2007). *Manual del asesoramiento psicopedagógico*. Barcelona: Graó.
- Fernández Tilve, M.D. y Suárez Sandomingo, J.M. (2012). *Menores en crisis. Propuestas de intervención y medidas reeducativas*. Santiago de Compostela: Servicio de Publicaciones e Intercambio Científico Campus Vida.
- Monarca, H., Rappoport, S., Fernández, A. (2012). Factores condicionantes de las trayectorias escolares en la transición entre enseñanza primaria y secundaria. *Revista Española de Orientación y Psicopedagogía*, Vol. 23, nº 3. (pp. 49-62). (ISSN 1139-7853, ISSN-e 1989-7448)
- Monereo, C. y Pozo, J.L. (2005). *La práctica del asesoramiento educativo a examen*. Barcelona: Graó.
- Parras Laguna, A. et al. (2008). *Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas*. Madrid: OMAGRAF S.L.



Addendum to the Teaching Guide for the Orientation Models course

(DEGREE OF PEDAGOGY)

Given the exceptional situation after Royal Decree 463/2020, of March 14th, declaring the “State of Alarm” for the management of the health crisis situation caused by COVID-19, we proceed to present the appropriate modifications in the teaching guide to guarantee that the students achieve their learning results of the subject.

1. On-site work training activities:

All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as the personalized and group tutorials, will be carried out through the telematic tools provided by the University. In the specific case of this subject, they will be delivered through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

Clarifications concerning practical sessions:



2. Competences acquisition assessment system and course grading system

Regarding the assessment instruments:

- No changes will be made to the assessment instruments. In the case of not being able to do the assessment tests in person, they will be done electronically through the UCVnet campus.
- The following modifications will be made to adapt the course assessment to online environment:

According to the Course guide		Adaptation	
Assessment instrument	% awarded	Description of proposed changes	Tool to be used
Written tests	30		30%
Solution of practical cases (Briefcase)	30	Briefcase	60%
Oral exposition of group and individual works (Briefcase)	15		
Monitoring of student work in non-face-to-face sessions (Briefcase)	15		
Active participation in theoretical-practical sessions, seminars and tutorials	10		10%

The rest of the evaluation instruments will not be modified with respect to what is stated in the Course Guide.

Observations to the Assessment system: