



**MENTORING:
PLANS AND TECHNIQUES**

(Bachelor's Degree in Pedagogy)

Universidad Católica de Valencia

Year 2020/2021



TEACHING GUIDE OF THE MATTER AND/OR SUBJECT

			ECTS
Subject: MENTORING: PLANS AND TECHNIQUES		6	
Matter: MENTORING		6	
Module: ORIENTATION		16.5	
Type of Education (1): BASIC	Year 4th	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	Semester/ course
MODELS	10.5	Models of orientation	4.5	3rd/1st
		Diagnosis in education	6	3rd/1st
MENTORING	6	Mentoring: plans and techniques	6	4th/1th

¹ basic Education (common matter), Obligatory, Electives, Practicum, Bachelor's Thesis.



TEACHING GUIDE SUBJECT: MENTORING: PLANS AND TECHNIQUES				
Prerequisites: THERE ARE NO PREREQUISITES				
GENERAL GOALS				
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	
6.- To manage information, particularly the one `pertaining to the pedagogical domain				x
11.- To apply interpersonal abilities				x
22.- To promote, plan and direct the implantation of processes and models of management of 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
11.- To design, develop and evaluate programs of educational intervention 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			
1.- The student takes care of diversity and pedagogical multiculturalism	T11 - E22			
2.- The student takes initiative and invigorates work parties	T11 - E22			
5.- The student designs, plans, develops and evaluates programs of educational intervention	T1 - T2 - T6 - T22 - E11			



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	1.09
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	1.45
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	0.36
EVALUATION	Set of tests or additive oral and/or written used in the initial evaluation of the student.	ALL	0.36
Total			3.26



EDUCATIONAL ACTIVITIES OF THE STUDENT INDEPENDENT WORK (BLENDED)			
ACTIVITY	Teaching-learning Methodology	Relation with Skills of the Module	ECTS
SYNCHRONOUS VIRTUAL SESSION (Videoconferences)	Teacher presentation of contents, analysis of the skills, explanation and demonstration of capacities, abilities and knowledge in the virtual classroom.	T-6 E-6, E-7	0.36
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 in the UCV, external links and/or additional bibliography.	T-2, T-6 E-6, E-7, E-11, Y12	0.73
VIRTUAL POSITIONS OF MENTOR	Individual attention for the pursuit and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings, elaboration of papers.	ALL	0.19
TEAM WORK	Preparation in group of readings, tests, resolution of problems, seminars, papers, reports, etc. to present or submit in the lectures, practical exercises and/or mentoring. Work carried out in the platform or other virtual spaces.	T-1, T-7, T-9, T-16, T-12 E-11, E-12, E-22	0.56
ACTIVITIES OF ONGOING ASSESSMENT	Self-assessments, submission of individual tasks on: resolution of problems, commentaries, recensions..., to submit different assignments throughout the course.	ALL	0.19
INDEPENDENT WORK	Study of the student: Individual preparation of readings, tests, resolution of problems, seminars, papers, reports, etc. to present or give in the lectures, practical exercises and/or small group mentoring. Work carried out in the platform or other virtual spaces.	ALL	0.72
Total			2.74



ASSESSMENT SYSTEM OF THE ACQUISITION OF SKILLS AND MARKING SYSTEM	
Assessment instrument	Granted percentag
Written tests	30%
Solution of practical cases	30%
Oral presentation of group and individual papers	15%
Work of the student in the blended sessions	15%
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
<i>The Educational Project of the School. The mentoring action: concept, techniques and role of the mentor. The development of mentoring in the school: Aspects, procedures and fundamental activities of the mentoring action.</i>

DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groupings. Development of the contents in didactic Guides.	(Indicate, numerically, the related skills)
Orientation and Mentoring. The Mentoring action	T1 - T2 - T6
The role of the advisor and his/her skills.	T2
The Plan of Mentoring action	T22 - E11
Mentoring	T6 - T11 - E22
Relation Family-School	E11
The Education of Emotional Intelligence	T11 - E11 - E22



TEMPORAL ORGANISATION OF LEARNING (First enrolment students):	
CONTENT BLOCK / DIDACTIC UNIT	Number of sessions
Orientation and Mentoring. The Mentoring action	2
The role of the advisor and his/her skills.	4
The Plan of Mentoring action	3
Mentoring	1
Relation Family-School	1
The Education of Emotional Intelligence	4



BIBLIOGRAPHY

- ÁLVAREZ, M. y BIZQUERRA, R. (1996): Manual de orientación y tutoría. Barcelona: Praxis
- ARNAIZ, J. y otro (1995): La tutoría organización y tareas. Barcelona: Grao
- BRUNET, J.J. (2000): Tutoría con adolescentes: técnicas para mejorar las relaciones interpersonales a lo largo del curso. Madrid: San Pío X
- CURY, A (2007): Padres Brillantes, Maestros fascinantes. Zenith.
- GALVÉ, J. L. y GARCÍA E. M. (1992) La acción tutorial, Madrid:
- CEPE GENERALITAT VALENCIANA (2001) La tutoría. Una proposta per a l'ESO. Valencia MEC (1992): Orientación y tutoría (ESO). Madrid: MEC
- MEC (1992): Orientación y tutoría (PRIMARIA). Madrid: MEC
- ORTIZ, E; PRATS. J; AROLAS, G. (2004) La Persona Completa. Valencia: Edicep
- TORRALBA, F. (1997) Pedagogía del Sentido. Madrid. Ed. PPC.



Addendum to the Course Guide of the Subject

(Degree)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate



periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams

Blackboard Collaborate Ultra



Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams

Blackboard Collaborate Ultra



Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System



ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.