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Teaching Guide
PI-02-F-16 ED. 00

SUBJECT

Personal Characteristics and adaptation of educational proposals

Field: Learning and personality development

Module: Speciality Educational Guidance

**Master's Degree in Teacher Training of Secondary Education, high school,
Vocational Training and Language Teaching.**

Catholic University of Valencia



COURSE GUIDE OF THE SUBJECT

		ECTS
Subject: Personal Characteristics and adaptation of educational proposals		3
Field: Learning and personality development		3
Module: Speciality Educational Guidance		17
Type of learning ¹: Basic Learning	YEAR: MOPS Semester: 1º	
Faculty: Dra. Maria Ángeles Blázquez Dra. Ana M. Casino Prof. Carmen Gómez Dra. Teresa Gómez Dra. Maria Antonia Guasp Dra. Margarita Gutiérrez Dr. Pedro Senabre Dra. Ángela Serrano	Email: angeles.blazquez@ucv.es ana.casino@ucv.es carmen.gomez@ucv.es mt.gomez@ucv.es marian.guasp@ucv.es margarita.gutierrez@ucv.es pedro.senabre@ucv.es angela.serrano@ucv.es	

MODULE ORGANIZATION

Module: Speciality Educational Guidance	17 ECTS
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¹ Basic Learning (common subject), Obligatory, Optative, External Practices, Master's Thesis.

**Description of the syllabus:**

The subject addresses the following topics: the personal and social characteristics of high school students. Developmental psychology of teenagers. Learning styles. Learning problems. Personal and educational differences. Classroom interaction. Preventive programs in education. Attention to diversity programs in high school.

Fields and Subjects

Field	ECTS	SUBJECT	ECTS	Year/ Semester
Learning and personality development	3	Personal Characteristics and adaptation of educational proposals	3	1
Educational Processes and contexts	10	Centre processes and guidance strategies in the classroom	6	1
		History of education and educational legislation	4	1
Society, Family and Education	4	Society, Family and Education	4	1

TEACHING GUIDE OF THE SUBJECT**Personal Characteristics and adaptation of educational proposals**

Prerequisites: None, common to every student of the master

GENERAL OBJECTIVES

To know the characteristics of the students, their social context and motivations, in order to adapt the training to the personality of each student in the stages of Secondary Education.

To understand the development of the personality of these students and the possible disorders that affect their learning, in order to develop their abilities to the fullest and prepare ordinary and extraordinary measures in attention to diversity.

To prepare proposals based on the adoption of knowledge, skills and intellectual and emotional competences to shape their understanding of reality including the cognitive, affective and axiological dimensions.



To identify and plan the solution of educational situations that affect the students with different abilities and different learning pace in order to design and apply the curriculum in attention to diversity.

GENERAL AND BASIC COMPETENCES	Competence measuring scales			
	1	2	3	4
(CG1). To know how to apply the acquired knowledge and be able to solve problems in new and unknown environments, in wider contexts (or multidisciplinary) related with the area of study.		X		
(CG3). To know how to communicate the conclusions (and the knowledge and reasons that support them) to specialized and non-specialized audience in a clear and not ambiguous way.	X			
(CG4). To possess the learning abilities that allow continuing studying in a way that will have to be self-directed and autonomous.		X		
(CG5). To know the curricular contents of the subjects related to the pertinent teaching specialization, as well as the didactic knowledge related to the pertinent Teaching-Learning processes. The knowledge of the corresponding professions will be included for professional training.	X			
(CG6). To plan, develop and assess the process of E-A developing educational processes that facilitate the acquisition of competences related to the corresponding teaching, according to the previous level of education of the students and their guiding, individually and in collaboration with other professionals of the centre.		X		
(CG7). To search, obtain, process and communicate information (oral, printed, audio-visual, digital or multimedia), transform it in knowledge and apply it in the E-A processes in the subject related to the specialty studied.		X		
(CG8). To specify the curriculum that will be introduced in the teaching centre on the basis of its collective planning; to develop and apply didactic methodologies, individual and for teams, that are adapted to diversity of the students.	X			

SPECIFIC COMPETENCES				
	1	2	3	4



Teaching Guide

(CE1). To know the characteristics of the students, their social contexts and motivations.				X
(CE2) .To understand the development of the personality of the students and the possible disorders that affect learning.				X
(CE3). To develop proposals based on the acquisition of knowledge, skills and affective and intellectual abilities.		X		
(CE4). To identify and plan the solution of different educational situations that affect students with different abilities and different learning pace.				X
(CE6). To know and apply resources and strategies of information, tutoring and professional and academic guiding.		X		
(CE7). To promote actions of emotional education, education in values and civic education.		X		
(CE9). To know about the historical evolution of the educational system of our country.	X			
(CE10). To relate the education in the environment and understand the role of the family and the community, in the acquisition of competences and learning and in the teaching of respect to rights and freedom, equal rights and opportunities for men and women, equal treatment and non-discrimination of disabled people.		X		
(CE11). To know the historical evolution of the family, the different types and the influence of the family context in the education.	X			
(CE12). To acquire social abilities in the guidance and the relationship with the family.		X		

LEARNING OUTCOMES	COMPETENCES
RA1- The student recognizes the characteristics of the students in secondary education.	CE1, CE2
RA2- The student identifies the diversity of the students with specific needs, their integration and specific treatment.	CE2, CE4, CE6
RA3- The student plans different examples of curricular adaptations attending to the diversity of the students.	CE3, CE4



RA4- The student is able to develop in groups interventions in learning processes in the class aimed at the development of the different learning strategies of the students in secondary school.	CG3, CG7, CE3, CE6, CE7
RA5- The student is able to report efficiently to the teacher an individual curricular adaptation related to one of the subjects of the curriculum in secondary school in Comunidad Valenciana.	CG1, CG5, CG6, CE4
RA6- The student is aware of the importance of developing a minimum educational psychology basis that allows adapting the future teaching actions to the principles that regulate the learning-teaching processes.	CG4, CE1
RA7- The student is able to identify and plan the solution of educational situations that affect the students with different abilities and different learning pace.	CG1, CG7, CG8, CE4, CE10, CE12
RA8- The student is able to provide opinions and personal assessments considering the information given or found in the area of the diversity of the students: the students with specific learning needs, their integration and specific guidance.	CG3, CE7, CE9, CE11

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relation with Learning Outcomes of the subject	ECTS
ON-SITE CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	RA1, RA2	0.6
PRACTICES ON CLASS	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student.	RA1, RA2, RA3, RA4, RA5, RA6, RA7, RA8	



Teaching Guide

TEAM WORKS PRESENTATIONS	Application of interdisciplinary knowledge	RA1, RA2, RA4, RA6, RA8	0.12
TUTORING	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, writing papers, etc.	RA1, RA2, RA3, RA4, RA6, RA8	0.1
SEMINAR	Supervised monographic sessions with shared participation	RA1, RA2, RA6, RA7, RA8	0.2
ASSESSMENT	Group of oral and/or written tests used during initial, formative or additive assessment.	RA1, RA2, RA3, RA7, RA8	0.18
Total			(1,2*)

INDEPENDENT WORK ACTIVITIES OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relations of Subject with Learning Outcomes	ECTS
TEAM WORK	Team work on readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university's platform (www.plataforma.ucv.es).	RA1, RA2, RA4, RA7, RA8	0,8
INDEPENDENT WORK	Student study: Group, Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical	RA1, RA2, RA3, RA4, RA7, RA8	1



Teaching Guide

	lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es).		
Total			(1,8*)

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Summative test and theory-practice test (Open-ended questions, objective test questions, solution of practical cases, specific case, etc.) *	RA1, RA2, RA3, RA7, RA8	40%
Assessment of the process: portfolio, presentation of Works, guides, oral and written evidence of any activity.	RA1, RA2, RA3, RA4, RA5, RA6, RA7, RA8	40%
Oral presentation of individual and team works	RA2, RA4, RA7, RA8	10%



On-going assessment: individual monitoring of attendance to classes and active participation in classes, seminars, tutorials and fieldwork.	RA1, RA3, RA6, RA8	10%
Criterion of concession of the Mention of Distinction: From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject.		

* Passing the written test is required to add the percentages of the other sections.

DESCRIPTION OF CONTENTS	
Organization in blocks of contents or thematic groups. Development of contents in didactic guides	(Indicate, numerically, the related competences)
1. The student in Secondary Education. To know the characteristics of the evolutionary development of students in secondary education, with special attention to the cognitive, social-emotional and moral development that affects the educational processes in this stage. Developmental psychology in the teenager. Learning styles. Personal differences and education.	CG4, CE1
2. Prevention of the primary problems in adolescence that affect learning. To understand the development of the personality in these students and the possible dysfunctions that affect learning: risk behaviours, coping strategies for health problems, alcohol and drug abuse, anorexia and	CG3, CG4, CG7, CE2, CE3, CE6, CE7, CE10, CE11



bulimia, behaviour disorders in the teenager: discipline, disruption, violence and behaviour disorders (oppositional defiant, dissocial disorder, etc.). Prevention programs in education.	
3. Attention to NEAE. Principles of comprehensive school. To design and implement the curriculum in order to attend diversity. Ordinary and extraordinary measures of attention to diversity.	CG1, CG4, CG5, CG6, CG8, CE3, CE4, CE6, CE9, CE10, CE12
4. Environment in the classroom and methodology. Strategies to improve the environment in the classroom. Emotional intelligence, multiple intelligences, significant learning. To know the processes of interaction and communication in the classroom and in the centre, address and solve possible problems. Methodology able to be adapted to the pace and level of the students to work in the zone of proximal development.	CG1, CG8, CE4, CE6, CE7, CE10, CE12

DISTRIBUTION IN TIME OF THE CONTENTS

	BLOCK OF CONTENT/ DIDACTIC UNIT	No. OF SESSIONS
1	The student of secondary education	-
2	Prevention of the primary problems in adolescence that affect learning	-
3	Attention to NEAE	-
4	Environment in the classroom and methodology	-

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Adenda a la Guía Docente de Características personales y adecuación de propuestas educativas

Especialidad Orientación Educativa

Dada la excepcional situación provocada por la situación de crisis sanitaria ocasionada por la COVID-19 y teniendo en cuenta las medidas de seguridad relativas al desarrollo de la actividad educativa en el ámbito docente universitario vigentes, se procede a presentar las modificaciones oportunas en la guía docente para garantizar que los alumnos alcancen los resultados de aprendizaje de la asignatura:

Situación 1: Docencia sin limitación de aforo (cuando el número de estudiantes matriculados es inferior al aforo permitido del aula, según las medidas de seguridad establecidas).

En este caso no se establece ningún cambio en la guía docente.

Situación 2: Docencia con limitación de aforo (cuando el número de estudiantes matriculados es superior al aforo permitido del aula, según las medidas de seguridad establecidas).

En este caso se establecen las siguientes modificaciones:

1. Actividades formativas de trabajo presencial:

Todas las actividades previstas a realizar en un aula en este apartado de la guía docente se realizarán a través de la simultaneidad de docencia presencial en el aula y docencia virtual síncrona. Los estudiantes podrán atender las clases personalmente o a través de las herramientas telemáticas facilitadas por la universidad (videoconferencia). En todo caso, los estudiantes que



reciben la enseñanza presencialmente y aquéllos que la reciben por videoconferencia deberán rotarse periódicamente.

En el caso concreto de esta asignatura, estas videoconferencias se realizarán a través de:

☒ Microsoft Teams Blackboard Collaborate Ultra Kaltura

Situación 3: Confinamiento por un nuevo estado de alarma.

En este caso se establecen las siguientes modificaciones:

1. Actividades formativas de trabajo presencial:

Todas las actividades previstas a realizar en un aula en este apartado de la guía docente, así como las tutorías personalizadas y grupales, se realizarán a través de las herramientas telemáticas facilitadas por la universidad (videoconferencia). En el caso concreto de esta asignatura, a través de:

☒ Microsoft Teams Blackboard Collaborate Ultra Kaltura

Aclaraciones sobre las sesiones prácticas: La entrega de actividades, salvo causas justificadas, se hará de manera síncrona para su calificación. Los alumnos que no puedan seguir el horario de clase y/o participar activamente durante las sesiones, deberán presentar justificante para ser evaluados

2. Sistema de evaluación de la adquisición de las competencias y sistema de calificaciones

MODALIDAD PRESENCIAL

En cuanto a los instrumentos de evaluación:

☒ No se van a realizar modificaciones en los instrumentos de evaluación. En el caso de no poder realizar las pruebas de evaluación de forma presencial, se harán vía telemática a través del campus UCVnet.

Se van a realizar las siguientes modificaciones para adaptar la evaluación de la asignatura a la docencia no presencial

Según la guía docente		Adaptación	
Instrumento de evaluación	% otorgado	Descripción de cambios propuestos	Plataforma que se emplea
Prueba final escrita	40%		Teams
Trabajos grupales o individuales	40%		Teams



Exposición oral trabajos grupales o individuales	10%	Teams
Asistencia y participación en las actividades	10%	Teams

Observaciones al sistema de evaluación: Incentivar y motivar la presencialidad y seguimiento de la asignatura de modo sincronizado. La entrega de actividades, salvo causas justificadas, se hará de manera síncrona para su calificación. Los alumnos que no puedan seguir el horario de clase y/o participar activamente durante las sesiones, deberán presentar justificante para ser evaluados