



Universitat de Lleida

DEGREE CURRICULUM  
**PSYCHOPEDAGOGICAL  
ORIENTATION FOR PERSONAL,  
ACADEMIC AND  
PROFESSIONAL  
DEVELOPMENT IN  
SECONDARY I**

Coordination: ROS MORENTE, AGNES

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	PSYCHOPEDAGOGICAL ORIENTATION FOR PERSONAL, ACADEMIC AND PROFESSIONAL DEVELOPMENT IN SECONDARY I			
<b>Code</b>	14467			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Master's Degree in Psychopedagogy	1	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	5			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	3	2	
	<b>Number of groups</b>	1	1	
<b>Coordination</b>	ROS MORENTE, AGNES			
<b>Department</b>	EDUCATION SCIENCES			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ROS MORENTE, AGNES	agnes.ros@udl.cat	5	

## Learning objectives

The general objectives of this subjects are the following ones:

- To understand and to learn the principles and models of the psychopedagogic intervention.
- To know and to be able to apply the functions of the orientation in the period of secondary education.
- To know how to execute the foundations of the orientation in the secondary education education period.
- To be able to grow as a professional in an empathic way.

## Competences

Basic competences:

- CG1 To integrate the knowledge and advances of psychopedagogy in the professional field, with reflexive and critical voice.
- CG2 To participate in a long-term training, recognising the critical aspects that can improve the profession.
- CG4 To be able to communicate the professional decisions and its conclusions.
- CG5 To solve problems in new environments and in multidisciplinary contexts.
- CG6 To respect the fundamental rights among men and women and to promote the Human Rights.

Specific competences:

- CE1 To diagnose and to evaluate the educative necessities of people, groups and organisations, with different methodologies, instruments and techniques.
- CE2 To orientate the professionals of education, of the organisations and the evaluation of the teaching processes.
- CE3 To organise and manage services of psychopedagogical intervention.
- CE4 To design, implement and evaluate programmes, projects, services, politics and socioeducative practices.

## Subject contents

I - Orientation. History and evolution.

- Conceptual and historic aspects.
- Principal theoretical approach. Premises and strategies.

II. Models os psychopedagogic intervention in secondary education.

- Tipologies of the models of intervention in secondary education.

- Model of direct intervention: Individual counseling and classroom counseling.

- Model of indirect intervention: Individual counseling and peer counseling.

III. Structures and models of intervention in the secondary school at an European, Spanish and Catalan levels.

- Structures and models in the European system.

- Structures and models in the Spanish system.

- Structures and models in the Catalan system.

## Methodology

The subject will be developed in a semi-presential way: with on-site classes and virtual classes with synchronic activity and autonomous work.

The subject seeks for an autonomous role of the student. In order to achieve that, some activities will be developed with the big group, some others with smaller groups and some others will be individual.

All the aforementioned work will be held as follows:

### A) ON-SITE CLASSES

Attendance is compulsory.

The methodology during the classes will be active and participative. There will be three kinds of activities:

- i) Peer learning – Work in groups, critical discussion, group dynamics. T
- ii) Learning with the participation of the lecturers – Activities with the whole group, for example, discussions, presentation of projects, etc.
- iii) Individual activities.

### B) SYNCHRONIC VIRTUAL CLASSES

Students will interact with the lecturers and classmates in a virtual fashion (different spaces but at the same time). To this end, Sakai platform will be used. Google Drive and other tools may also be used.

Participation in the synchronic virtual classes is compulsory.

There will be three kinds of activities:

- i) Learning with the participation of the lecturers – master classes of key aspects of the subject. Guidance in the group work, reading of basic documents related to the contents of the subject.
- ii) Peer learning. Activities to discuss and solve with small groups and guided by the lecturers.
- iii) Individual activities.

## Development plan

I - Orientation. History and evolution. (week 1-2)

- Conceptual and historic aspects.
- Principal theoretical approach. Premises and strategies.

II. Models os psychopedagogic intervention in secondary education. (Week 3-7)

- Tipologies of the models of intervention in secondary education.
- Model of direct intervention: Individual counseling and classroom counseling.
- Model of indirect intervention: Individual counseling and peer counseling.

III. Structures and models of intervention in the secondary school at an European, Spanish and Catalan levels. (Week 8-12)

- Structures and models in the European system.
- Structures and models in the Spanish system.
- Structures and models in the Catalan system.

IV. Cases of orientation in secondary education (presentation of students). (Week 13-14)

## Evaluation

The evaluation of the subject will be continuous and it will include different types of evidences:

**30+30%. Orientation (Practical case). Individual. Delivery: ends of May.**

**40%. Research of a subject. Groupal. Exposition. June.**

**30% Project**

**10% Oral Exposition**

## Bibliography

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Cabeza Fernández, A. (2009). La tutoría y la relación profesor-alumno en la formación para la inserción laboral. *Revista de Educación*, 341, 197-211.

Grañeras, M. et al (2008). *Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas*. Madrid: Ministerio de Educación.

González-Benito, A. y Vélaz de Medrano, C. (2014). *La acción tutorial en el sistema escolar*. Madrid: UNED.

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