



Universitat de Lleida

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

Coordination: ARGILES FIGUEROLA, MARTA

Academic year 2021-22

PSYCHOPEDAGOGICAL ORIENTATION FOR PERSONAL... 2021-22

Subject's general information

Subject name	PSYCHOPEDAGOGICAL ORIENTATION FOR PERSONAL, ACADEMIC AND PROFESSIONAL DEVELOPMENT IN SECONDARY II			
Code	14468			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Psychopedagogy	1	OPTIONAL	Attendance-based
Course number of credits (ECTS)	5			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	3	2	
	Number of groups	1	1	
Coordination	ARGILES FIGUEROLA, MARTA			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			
Language	CATALAN			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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Learning objectives

- Deepen the psycho-pedagogical diagnosis and evaluation process in primary education and secondary education.
- Acquire a broad knowledge and command of some of the instruments and techniques most used in the evaluation of different difficulties and disorders, in primary education and in secondary education.
- Select and use indicators and techniques for psychopedagogical evaluation in primary and secondary education.
- Know tools and resources for psychopedagogical evaluation in the field of language, specifically, in primary education and secondary education.
- Acquire theoretical-scientific knowledge and the psycho-pedagogical bases that underlie bilingual and multilingual education for the orientation and psycho-pedagogical evaluation of students, in primary education and in secondary education.
- Reflect on the educational implications of the “language-school-immigration” relationship.
- Prepare technical reports, oral and written, on the results of the psycho-pedagogical evaluation process in primary education and in secondary education, respecting the ethical commitment that the dissemination of knowledge requires.

Competences

General Competencies:

CG1. Integrate the knowledge and advances of psychopedagogy in their professional performance, with a reflective and critical attitude, making decisions based on an analysis of the problems, integrating knowledge and facing the complexity derived from incomplete information.

CG2. Get involved in your own lifelong learning, recognizing the critical aspects that should improve the practice of the profession, acquiring independence and autonomy as an apprentice, and taking responsibility for your own learning and the development of your skills to maintain and increase professional competence.

CG3. Become aware of their beliefs and stereotypes about their own culture and other cultures or groups, and of their implications on professional performance, respecting individual, social and cultural differences.

CG4. Know how to communicate your professional decisions (and conclusions), the latest knowledge and reasons that support them to both specialized and non-specialized audiences, in a clear way and adapted to your needs.

CG5. Know how to solve problems in new or little-known environments, and in broader or multidisciplinary contexts, as well as generate innovation and change processes.

CG6. Respect for the fundamental rights of equality between men and women, the promotion of Human Rights and the values proper to the culture of peace and democratic values.

Specific Competences:

CE1. Diagnosing and evaluating the educational needs of individuals, groups and organizations based on different methodologies, instruments and techniques, considering the singularities of the context where the activity takes place.

CE3. Organize and manage counseling and psychopedagogical intervention services in order to promote the

personal and / or professional development of individuals, enhancing their capacity for self-training and ongoing training.

CE4. Design, implement and evaluate programs, projects, services, policies and socio-educational practices, in order to respond to the needs of specific people, organizations and / or groups.

CE5. Manage, lead and energize teams, favoring collaborative networking with different agents and socio-educational institutions.

CE6. Analyze, interpret and act consistently with educational policies derived from a dynamic and continually evolving social context.

CE7. Motivate for innovation in social and educational intervention, taking into account the results of research in different fields.

Subject contents

BLOCK I: EDUCATIONAL DIAGNOSIS AND LANGUAGE ASSESSMENT

Topic 1: The diagnosis process in education and language issues

- 1.1. General perspective: information from different techniques / instruments (interviews, observations, etc.)
- 1.2. Standardized tests and language issues: usefulness of Wechsler's scale use
 - 1.2.1. Retrospective: Wechsler scales in the framework of individual application intelligence tests.
 - 1.2.2. The Wechsler Intelligence Scale for Children. Application, correction and interpretation.
 - 1.2.3. Case studies: WISC-IV and WISC-V
 - 1.2.4. Wechsler Nonverbal Scale of Ability (WNV)

BLOCK II: THE ACQUISITION AND LANGUAGE DIFFICULTIES ASSESSMENT

Topic 2: Acquisition of oral language

- 2.1. Theoretical perspectives
- 2.2. The pre-linguistic stage
- 2.3. Phonological, lexical and semantic development, morphology and syntax
- 2.4. Development of pragmatics and discourse
- 2.5 Language delay versus disorder

Topic 3: Algorithm in the detection, referral and intervention of oral language difficulties.

Topic 4: Language assessment

- 4.1. Warning signs and early detection
- 4.2. Standardized tests and detection instruments: PLON-R, CLC detection table, ELPI, ITPA, CELF-5
- 4.3. Oral language to the TDL
- 4.4. Written language to the TDL
- 4.5. Language assessment and intervention in the following areas:

4.5.1. Understanding

4.5.2. Phonetics and phonology

4.5.3. Lexicon and semantics

4.5.4. Morphosyntax

4.5.5. Narrative speech

4.5. Case studies and re-education

Topic 5: Reading acquisition and its difficulties

5.1. Reading acquisition

5.2. Detection, referral and intervention of reading acquisition difficulties

5.3. Standardized tests and detection instruments: PROLEC-R, TLK, PRODISCAT, PROLEC- SE-R, TALEC

5.4. Reading acquisition disorder (dyslexia) and methods of re-education

5.5. Case studies and re-education

Topic 6: Calculus acquisition and its difficulties

6.1. Calculus acquisition

6.2. Detection, referral and intervention of acquisition difficulties

6.3 Standardized tests and detection tools: TEDI - MATH, Topic 3

6.4 Dyscalculia and re-education methods

6.5 Practical cases and re-education

Methodology

In general, professor's presentations will be combined with practical activities carried out within small groups, always encouraging the active participation of the students.

Given that the syllabus is quite dense, and that the teaching hours are limited, specific readings will be recommended throughout the course in order to go deeper into certain contents.

Evaluation

The course has the same evaluation pattern for both Block I and Block II.

Block I has a total weight of 33% of the grade and Block II 67% of it.

In order to facilitate the understanding of the scores obtained by the students, each block will be scored on a scale of 10 points. These 10 points are divided into two parts with a value of 5 points each:

- Case studies and participation in classroom activities: 5 points
- Written test: 5 points

Specifications:

- The second-chance exam is restricted to the written examination
- Oral and written expression will be taken into consideration.

Requirements to pass the course.

- Pass by separate each one of the evaluation elements with a minimum of 50% of its value, each block separately.
- Minimum attendance of 80% in the different class sessions. This implies the student cannot miss more than 2 sessions during Block I and more than 4 sessions during Block II.

Students with alternative evaluation

Students who have been granted the alternative evaluation must perform the same exams as the rest of the students and with the same percentage values. The course has a very high practical component. Therefore, they will have to solve practical cases and carry out the corresponding written exams.

Bibliography

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