COURSE DATA

DATA SUBJECT

Code: 33734
Name: Educational orientation
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Educational guidance I	COMPULSORY

COORDINATION

SANCHEZ PEREZ MARIA JOSE

BARRACHINA SAURI MIREIA

SUMMARY

Educational Guidance is a relevant subject within the curriculum of the Bachelor's Degree in Pedagogy. This discipline provides students with the theoretical and practical foundations necessary to develop their professional competencies. Theory serves as the scientific basis for practice, while the practical component helps identify and apply the most appropriate guidance approach in each case.

Its contribution to the training of educational counselors for the development of their professional duties means that this subject must be understood from a dual perspective: personal and professional. The aim is to enable students to acquire not only scientific and technical knowledge, but also the pedagogical aptitudes, skills, abilities, and attitudes necessary to practice the profession of Counselor with an appropriate level of competence.

The Counselor is seen as a committed professional, not only in providing support in situations of deficit (therapeutic function), but above all, in the overall improvement of the educational process and the social system in which this process takes place (functions of prevention, development, and intervention). These principles of intervention must guide both theory and practice.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Capacity to organize the information that exists in a guidance department.
Knowledge of the methods and strategies of educational and psychopedagogical research applied to Educational Guidance.
Capacity to carry out, both independently and in a team, prospective and evaluative studies on characteristics, needs, and educational demands.
Knowledge of the process of developing instruments for the collection and analysis of educational information.
Capacity to design programs.

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Apply and coordinate educational programmes and methodologies for personal, social and professional development.

Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

Capacidad de aprendizaje autónomo a lo largo de la vida.

Capacidad de gestión de la información.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

Conocer y comprender los procesos de enseñanza aprendizaje y su incidencia en la formación y desarrollo integral de las personas y comunidades.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop organisational and planning skills.

Develop strategies and techniques to promote participation and lifelong learning.

Organise and manage schools and educational institutions, services and resources.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Skills in analysis and synthesis.

DESCRIPTION OF CONTENTS

1. EDUCATIONAL GUIDANCE AND PSYCHO-PEDAGOGICAL INTERVENTION: CONCEPT, PRINCIPLES AND FUNCTIONS

1.1 Conceptual delimitation.
1.2 Historical background and precursors of Educational Guidance and psychopedagogical action.
1.3 Principles of Educational Guidance.
1.4 General and basic functions of orientation.
1.5 Axes of guiding intervention: direct-indirect / individual-group / external-internal / reactive-proactive.
1.6 Contexts and intervention process.

2. DEVELOPING INSTITUTIONAL OF THE ORIENTATION IN SPAIN AND ORGANIZATION OF THE ORIENTATION EDUCATIONAL AND PROFESSIONAL IN THE COMMUNITY VALENCIAN. PROFESSIONAL PROFILE OF THE COUNSELOR: PROFESSIONAL ACTION COMPETENCES AND CODE OF ETHICS

3. AREAS OF GUIDING INTERVENTION

4. PSYCHO-PEDAGOGICAL INTERVENTION MODELS

5. ATTENTION TO DIVERSITY AND INCLUSIVE EDUCATION PLAN

6. ORIENTATION IN THE TEACHING-LEARNING PROCESSES

6. EVALUATION AND PSYCHO-PEDAGOGICAL REPORTS. THE GUIDING COUNCIL

8. INTERVIEW TECHNIQUES AND GROUP DYNAMICS IN THE HELP RELATIONSHIP AND THEIR USE IN THE MAIN APPROACHES OF COUNSELING.

9. GUIDANCE AND TUTORING: TUTORIAL ACTION PLAN

10. ACADEMIC GUIDANCE PLAN AND PROFESSIONAL

/

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	30,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	3,00
Individual or group project	10,00
Independent study and work	35,00
Preparation of lessons	20,00
Preparation for assessment activities	12,00
Resolution of case studies	10,00
Total hours	**90,00**

TEACHING METHODOLOGY

The methodology to be followed will combine, depending on the type of activity carried out (theoretical class, practical class, case resolution, tutoring), the following working modalities: teacher exposition, collaborative learning, student case presentation, case-based learning, dialogic readings, debates, and activity resolution.

Theoretical Classes:
They will be dedicated to the analysis, study, and understanding of the fundamental concepts included in the course syllabus. The more complex concepts will be explained by the teaching staff and, to encourage student involvement and participation, each theoretical class will include the resolution of exercises and/or complementary activities by the students, as well as dialogic pedagogical discussions, critical reflection activities, and collaborative activities using scientific platforms that help consolidate the subject knowledge.

Practical Classes:
Practical classes will focus on the resolution and correction of relevant practical cases, closely linked to everyday reality and previously grounded in the theoretical context of the subject. The resolution of practical cases may be carried out individually or in small groups. These practices will form the basis for each student to prepare their own practice dossier.

Individual Study:
It is oriented towards autonomous learning activities for the student. The applied model is the researcher

one, where the student's activity focuses on researching, locating, analyzing, elaborating, and returning information.

Tutoring:
Tutoring is offered for problem-solving, guidance, and supervision of work, etc. Tutoring via email is also contemplated, as well as tutored libraries as an extension of learning time at the end of the course for resolving doubts and study support.

p>

EVALUATION

The assessment of the student¿s competencies will be carried out through a combination of different types of information linked to the various activities that the students will develop in the course. To ensure the acquisition and development of competencies ¿whether knowledge-based, procedural, or attitudinal¿ various assessment procedures will be used, adapted to the activities carried out by the students.

Exam: Completion of a written and/or objective test that will evaluate the theoretical and practical application of all the content covered throughout the course.

Practice notebook: Includes practical cases developed in the classroom, which can be completed individually or in groups, as well as fieldwork and other related activities.

Classroom activities: Completion and submission of activities during class sessions, active participation in the various proposed activities, as well as in external activities, self-learning questionnaires, and other educational resources.

Each of these activities will be assigned a percentage of the final grade according to its importance, which will be explained in class and made available on the course Moodle during the first week.

The grading system will be expressed by a numeric grade in accordance with the regulations (RD 1125/2003 of September 5), which establishes the European Credit Transfer System and the grading system for official university degrees valid throughout the national territory.

Students who cannot attend the course in person may take it remotely with a justified cause. These students must contact the course instructor during the first month of the course to justify their absence and learn about the assessment modality

UV REGULATIONS ON FRAUDULENT ACTIONS AND USE OF GAI

Fraudulent conduct in assessment tests and plagiarism in assessment work will

be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without

prior and express authorization from the teaching staff will prevent them from

being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- COBOS CEDILLO, A. (2022): Manual de Orientación Educativa. Teoría y práctica de la Psicopedagogía. Madrid, Narcea. ÁLVAREZ GONZÁLEZ, M. y BISQUERRA, R.(Coord.) (2012): Orientación y Tutoría: Modelos áreas estrategias y recursos. Barcelona: Praxis. BENAVENT OLTRA, J.A. (1996): La Orientación Psicopedagógica en España. Desde sus orígenes hasta 1939. Valencia:Promolibro. BENAVENT OLTRA, J.A. (2000): La Orientación Psicopedagógica en España. Desde 1939 hasta la Ley General de Educación de 1970. Valencia: Promolibro. HERVÁS AVILÉS, R. Mª (2006): Orientación e intervención psicopedagógica y procesos de cambio. Granada: Grupo Editorial Universitario. MARTINEZ GONZALEZ, Mª DE C., QUINTANA, J. Y TÉLLEZ, J.A. (2002): La Orientación Escolar. Fundamentos y desarrollo. Madrid, Dykinson. NEGRO MONCAYO, A. (2006): La Orientación en los centros educativos. Organización y funcionamiento desde la práctica. Barcelona: Graó. REPETTO, E.; RUS, V. Y PUIG, J. (1994): Orientación Educativa e Intervención Psicopedagógica. Madrid: U.N.E.D. SANTANA, L.E.(2009, 3ª ed.): Orientación Educativa e Intervención Psicopedagógica. Cambian los tiempos, cambian las responsabilidades profesionales. Madrid: Pirámide. VÉLAZ DE MEDRANO URETA, C. (1998): Orientación e Intervención Psicopedagógica. Concepto, modelos, programas y evaluación. Málaga: Aljibe.

- BISQUERRA ALZINA, R. (2008): Modelos de Orientación e Intervención Psicopedagógica . Madrid, Wolters Kluwer. BISQUERRA ALZINA, R. (coord.) (2002): La práctica de la Orientación y la Tutoría . Barcelona, Praxis. BLASCO CALVO, P.; PÉREZ BOULLOSA, A. Y FOSSATI MARZÁ, R. (2010): Orientación Profesional. Desarrollo de competencias y práctica profesional. Valencia: Nau Llibres. BLASCO CALVO, P. (2006): Estrategias psicopedagógicas para la atención a la diversidad en Educación Secundaria. Casos prácticos resueltos. Valencia, NAU Llibres. CABRERIZO, J. y RUBIO, Mª J. (2008): Atención a la Diversidad. Teoría y práctica. Madrid: ESIC. ECHEVERRÍA, B. (2005): Competencia de acción de los profesionales de la Orientación. Madrid: Pearson Prentice Hall. FOSSATI MARZÁ, R. y BENAVENT, J.A. (1987): El Departamento de Orientación en un centro educativo. Valencia, Reproval. GARCÍA MEDIAVILLA, L. y MARTÍNEZ

GONZÁLEZ, Mª. de C. (2003): Orientación Educativa en la familia y en la escuela. Casos resueltos. Madrid, Dykinson. REPETTO, E. (2002): Modelos de Orientación e Intervención Psicopedagógica. (2 vol.). Madrid, U.N.E.D. RODRÍGUEZ MORENO, M. L. (1995): Orientación e Intervención Psicopedagógica. Barcelona, CEAC. SÁNCHEZ ÁLVAREZ, P. (2005): Tareas de Orientación en Educación Secundaria. Murcia, Diego Martín ed..

- 10.3 Recursos en internet/ Recursos dInternet. Orientación Académica y Profesional. http: //sauce.pntic.mec.es/mbenit4/ Orientaeduc.com: Recursos para la Orientación Educativa, oposiciones psicología y pedagogía, convivencia escolar, ... http://www.orientaeduc.com/ Educaweb: Web que oferta servicios educativos de orientación académica y profesional. http: //www.orientaeduc.com/ Orientared: Recursos para la orientación educativa en internet. http: //www.orientared.com/ Orientación Educativa: La Orientación Educativa es un conjunto de actividades dirigidas a los alumnos, padres y profesores para ayudarles en el desarrollo de sus tareas dentro del ámbito específico de los centros escolares. http://www.ite.educacion. es/w3/recursos2/orientacion/