COURSE DESCRIPTIONS

Bachelor's Degree in Pedagogy

➢ 1st year

5872 THEORY AND HISTORY OF EDUCATION

Theory and History of Education (PED)
1. Education, Epistemology and Sciences of Education.
2. Educational action: personal and institutional elements.
3. Principles and scope of educational intervention.
4. Historical perspective of contemporary education: from the New School to anti-institutional theories.
5. Origins and configuration of the Spanish educational system.
6. Education in the contemporary world and the future of education.

5873 PSYCHOLOGY OF EDUCATION AND DEVELOPMENT

DEVELOPMENT THROUGHOUT THE LIFE CYCLE
1.- Infancy and Early Childhood
Psychomotor Development
Cognitive Development
Socio-affective Development

2.- Childhood
Psychomotor Development
Cognitive Development
Socio-affective Development

3.- Adolescence and Youth
Physical Development
Cognitive Development
Socio-affective Development

4.- Adulthood and Old Age
Cognitive Development
Socio-affective Development
The influence of health

PSYCHOLOGICAL PROCESSES INVOLVED IN LEARNING
1.- Basic Processes
Perception
Attention
Memory
Thinking

2.- Complex Processes
Motivation
Emotional Intelligence
Social Skills

PSYCHOLOGICAL THEORIES OF LEARNING
1.- Associationist Theories
- Classical Conditioning
- Operant Conditioning

2.- Cognitive-Social Theory
- Learning by observation

3.- Cognitive Theories
- Constructivism
- Learning by Discovery
- Meaningful Learning

5874 SOCIOLOGY AND ANTHROPOLOGY OF EDUCATION

The conception of the human being and education
Various anthropologies
Anthropology of Education
The human being, genuine subject of education
Analysis of the different anthropological models as the basis of educational action and thought

Plato. Aristotle. Cicero. Quintilian. St. Thomas Aquinas. Pedagogic Humanism. Vives. Locke. Rousseau.

Recent and most influential anthropological theses in education.

Society and Education.

Society, Education and Sociology of education.

Sociological analysis of the educational institutions in the formal sphere.

Sociological analysis of non-formal education: social movements and alternative educational systems.

Sociological analysis of informal education.

Educational changes in the information era.

Social Theories of Education

The classical sociologists

Education and social inequality

Social structure and education

Socio-cultural diversity and access to education: class and ethnic inequality.

Sociological interpretations of education: education as a medium of social reproduction and as a motor of social change. Sociology and curriculum. Sociology and school organization. Sociology of the teaching profession. Pupils as a social group.

5875 INFORMATION AND COMMUNICATION TECHNOLOGIES APPLIED TO EDUCATION

Block I. Specialized information Search tools
Documentary Techniques. Sources of information

Block II. Education and ICTs
Educational centres in information and communication society.
Education 2.0 and collaborative work.
Social networks in education

Block III. ICTs and Ongoing Training
ICT, for ongoing training

Block IV. ICTs and inclusion
Attention to diversity: the role of ICT,

5876 EDUCATIONAL POLICY AND LEGISLATION

Topic 1. Policy
1.- Policy
1.1.- Epistemological assumptions
1.2.- Empirical research. Principal approaches.
2.- Power, State and institutionalization of education
2.1.- The State as object of educational policy
2.2.- Constitutionalization of the right to education
2.2.- Education as system and political models of territorial organization
3.- Instrumentalizing educational policy and rendering it objective
3.1.- Instruments of educational policy for decision making
4.- The new culture of educational planning
4.1.- Approaches and tendencies
4.2.- Marketing the school
5.- Educational legislation and the legal codification of the educational system
5.1.- The legislative framework
5.2.- Determination of school systems
6.- Disadvantaged groups as emerging actors of educational policy
6.1.- Disadvantaged groups as emerging actors
6.2.- Compensating for inequalities in education

5877 ORGANIZATION AND MANAGEMENT OF CENTRES

1. Conceptual framework of the organization and management of educational centres.

2. The school as an educational organization.

3. Impact of legislation on the organization and management of educational centres.

4. The institutional situation of the organization of educational centres.

5. Leadership and management in educational organizations.

6. School planning through institutional documents.

7. The evaluation of educational organizations and its impact in terms of improvement and quality.

8. Differentiation of school organization.
        8.1. Organization in the rural school.
        8.2. Organization in children's educational centres.
        8.3. Organization in centres devoted to Adult Education.
        8.4. Organization in Special Education centres.
        8.5. Organization in integrated Professional Training centres.
        8.6. Organization in other educational centres: Social Action Centres (CEAS), "Civic Centres", etc.

5878 MULTICULTURALISM, INTERCULTURALISM AND SOCIAL INCLUSION

Block I: Definition of concepts linked to the multicultural nature of society, interculturality and social inclusion:
    I.1 Definition of basic concepts and practical implications:
        - Culture; inter/multiculturality
        - Difference; inequality
        - Marginality; exclusion
        - Minorities and majorities
        - Citizenship; nationality
        - Racism
        - Assimilation; integration
    I.2 Paradigms for interpreting cultural differences:
        - Ethnocentrism; relativism; historical particularism; reductionism; evolutionism.

    I. 3 Present-day social that contribute to the visibilization of differences and inequality:
        - Transnational migratory movements
        - New world division of labour

Block II. Intercultural education: curricular policies and strategies in the face of cultural Diversity.
    II.1. The crisis of contemporary educational systems.
    II.2. Strategies for cultivating intercultural attitudes.
    III.3. Educating for democracy and coexistence.

IV.4. Trainers in intercultural education. Planning change.

Block III. Conflict resolution.
    III.1. Causes.
    III.2. Regulation of conflicts. Approaches: The socio-affective approach (feeling, thinking, acting).
    III.3. Mediation.

5879 GENERAL DIDACTICS

- **Conceptualization of Didactics**

Epistemological nature of Didactics

Didactics as a science-technique and as an art. Its object of study: The processes of teaching-learning. In-school and out-of-school learning.

Didactics and the Sciences of Education

Place of Didactics in the organizational structure of Education Sciences

- **The didactic and curricular process**
- **The curriculum: its structure and planning**

Sources of the curriculum. Basic elements of the curriculum. Levels of planning.

- **The answer to the question: why teach and educate?: The objectives**

Concept of objectives in the expert and research models of teaching. Taxonomies and types. Formulation of objectives.

- **The answer to the question: what to teach and educate?: The contents**

Sources of the contents. Types and formulation. Structuring of contents. Competences, notion and types of basic competences.

- **The answer to the question: how to teach and educate?: The methodology**

Traditional methodologies. The researching method. Different models of work by projects in the classroom.

- **The media in the didactic process: activities and resources**

Characteristics of activities. Exemplifications. Didactic resources: classification and use.

- **Evaluation**

Notion. Types. Functions. Instruments. Criteria.

- **Neurodidactics**

Basic notions of neurodidactics and innovatory methodologies

- **Development of the Curriculum**

-   **The Didactic Unity**

Elements of the DU. Systematic nature of the DU. Procedure for putting it into practice.

-   **The researching and intercultural teacher**

Characteristics of the traditional, technical and researching teacher. Two different ways of understanding education and teaching.

5880 ENGLISH IN EDUCATION.

A) Thematic contents

1. Teaching and learning
- Collaborative learning
- Technology in the classroom
- Learning teaching

2. Agents in Education
- Teachers: English as a foreign language teaching
- Students: A new role for students

3. Describing educational systems
- Innovation in Education
- Changing education paradigms
- Different educational system

4. Pedagogical approaches to Curricula
- Curriculum design

B) Language contents
Identity
Me and my languages
Men and women; same or different
Tell me about yourself
The Blind Painter

Tales
Fact or Fiction?
What really happened?
I don't believe it!
Hustle

Future
Making plans

Tomorrow's world
In other words...Dealing with misunderstandings
Youtube: the future of TV?

Jobs
Jobs and personal qualities
Dream job and childhood dreams
Reaching agreement; managing a discussion
Daily routines

Solutions
Low tech Solutions
Ask the Experts
It's out of order
Man versus Machine

5881 SOCIAL PEDAGOGY

Topic 1
Social Pedagogy: concept, object, historical development.
Topic 2
The individual as a social being and active agent of change. Critical awareness and paths for human emancipation.
Topic 3
Social Pedagogy as a model of socio-educational intervention. Critical Pedagogies and socio-affective approach.
Topic 4
Spheres of intervention of social Pedagogy.

> **2nd year**

5882 PSYCHOPEDAGOGIC FUNDAMENTALS OF ATTENTION TO DIVERSITY

BLOCK I. HISTORICAL, NORMATIVE AND CONCEPTUAL FRAMEWORK OF ATTENTION TO DIVERSITY
Topic 1. Historical and normative framework of attention to diversity.
Topic 2. Present conceptual framework and innovatory proposals for attention to diversity. Inclusive education.

BLOCK II. STRUCTURAL, ORGANIZATIONAL AND CURRICULAR RESPONSES IN THE INCLUSIVE SCHOOL
Topic 3. Psycho-pedagogical evaluation, report on schooling and educational responses in the inclusive school.
- Resources and system of support to deal with special educational needs.
- Early attention.
- Ordinary/extraordinary measures.
- Concrete measures for pupils with specific needs of educational support, guidance and companionship.
Topic 4. Attention to diversity in ordinary and special/specific centres
- transition to active life

5883 BASIC TECHNIQUES OF EDUCATIONAL RESEARCH

1.- THE SCIENTIFIC METHOD OF RESEARCH.
A.- Notion
B.- Features
C.- Scientific method and techniques

2.- GENERAL ASPECTS OF RESEARCH METHODOLOGY IN SCIENCES OF EDUCATION.
A.- Scientific knowledge and the controversy in conceptualization of pedagogical research: speculation, experimentation, investigation.
B.- Quantitative versus qualitative research. The epistemological conflict.
C.- Ethics of educational research.

3.- RESEARCH IN THE FIELD OF EDUCATION.
A.- Origins and conditioning factors of the emergence of educational research.
B.- Pioneering countries: development and contributions.

C.- Historical references to Spain.

D.- The reform of the educational system and of educational research.

E.- Educational research at present.

4.- RESEARCH METHODS IN EDUCATION.

A.- Preliminary statement of notions.

B.- Principal methodological approaches.

C.- Methodological derivations of research paradigms.

D.- The scientific method in education.

E.- Research methods.

5.- THE RESEARCH PROCESS.

A.- Prior considerations.

B.- The problem of research.

C.- Review of the literature.

D.- Formulation of hypotheses.

E.- Selection of method for gathering data.

F.- Study of variables.

G.- Sampling.

H.- Analysis of data.

I.- Conclusions.

Annexe: Data gathering techniques and instruments.

a) Anecdotal recording of observations in the classroom.

b) Check lists.

c) Scales of estimation.

d) Survey techniques.

e) Scales of attitude.

f) Q Methodology.

g) The semantic differential.

h) Tests of verification.

i) Technical characteristics of the instruments of measurement.

6.- AREAS OF APPLICATION OF QUALITATIVE AND QUANTITATIVE METHODS OF RESEARCH.

A.- The experimental method

B.- Correlational methods

C.- Historical-educational research

D.- Descriptive and comparative methods

E.- The qualitative methodology. Biographical-narrative research

F.- Research-action

7.- THE RESEARCH REPORT.
A.- Communication of results.
B.- Research performance progress report.
C.- Guides for evaluating reports.
D.- Recommendations for drawing up a report.

5884 TEACHING METHODOLOGY

Conceptualization.
Didactic methodology.
Educational inclusion.
Programming by competences.
Didactic methodologies.
Cooperative learning. Tools.
Group learning.
Individual learning.
Learning based on problems.
Case studies.
Learning communities.
Support strategies.
Study techniques.
Differences between Primary and Secondary Education.
Construction of materials

5885 ECONOMICS OF EDUCATION

I. INTRODUCTION > ECONOMIC SCIENCE AND ECONOMIC ACTIVITY
• 1. Economic science. Education and economics.
• 2. Economic activity: The state and education.

II. ECONOMIC ASPECTS OF EDUCATION > A. ECONOMIC ANALYSIS OF EDUCATION
• 3. Theory of human capital.
• 4. Critiques of the theory of human capital. Credentialists and institutionalists.

II. ECONOMIC ASPECTS OF EDUCATION > B. COSTS AND BENEFITS. FINANCING AND INTERVENTION IN EDUCATION
• 5. Non-monetary effects of education.

• 6. Costs and benefits of education. General aspects and post-obligatory education.
• 7. Public intervention and financing of education. Particular aspects of higher education.

III. EFFECTS OF EDUCATION ON THE ECONOMY > A. EDUCATION, GROWTH AND DEVELOPMENT
• 8. Growth and development. Productivist approach and human development approach.
• 9. Educational systems, planning and processes of quality in education.

IV. EFFECTS OF EDUCATION ON THE ECONOMY > B. EDUCATION AND LABOUR MARKETS
• 10. Education and employment. Ongoing education and training plans.
• 11. Training within and outside of the workplace. The firm and knowledge.
• 12. Resources for work and training; the role of the new technologies.

V. EFFECTS OF EDUCATION ON THE ECONOMY > C. MANAGEMENT OF TRAINING IN ORGANIZATIONS
• 13. Management: the training manager in organizations and management models.
• 14. Analysis of needs and programmes, training modalities, and evaluation of process and results.

5886 COMPARATIVE EDUCATION

BLOQUE 1.- Genesis and present state of Comparative Education.
T. 1.- Pre-scientific stage: Jullien de Paris and the descriptive stage.
First steps in the construction of CE.
T.2.- Scientific construction: from the interpretative stage to the models of Epstein. The creation of CE as a science.
T.3.- The present state of Comparative Education: present and future. CE at the present time and its prospects.

BLOCK 2.- Nature and limits of Comparative Education.
T.4.- Conceptualization of CE: what it is and what it is not.
Defining what is to understood by CE and eradicating possible mistakes.
T.5.- Principal positions regarding Comparative Education as a science.
Tendencies and representatives when positing CE as a science

T.6.- From base postulates to the revision of its object of study, aims and method.
Principles on which the construction of CE as a science is based and the need to make some adaptations for the future.

BLOCK 3.-The comparative method: characterization and phases.
T.7.- The scientific method in education, the methodology of CE and its main approaches.
Characteristic's of scientific research in general and the most relevant current approaches or tendencies of comparative methodology.
T.8.- The comparative method applied to education: nature, properties and limits.
Peculiarities of the comparative method and limitations facing the researcher.
T.9.- Units of comparison.
Spheres to which comparison can be extended as a tool of study and research.
T.10.- Phases of the comparative method.
Different moments or stages to bear in mind when making use of the method and its interconnection.
T.11.-The sources for study and research in CE.
Principal written or telematic documents indispensable for CE: description, localization and correct use.

BLOCK 4.- Structure of the Spanish educational system from the comparative perspective.
T.12.- The Spanish educational system in the "State of autonomies".
Knowing and understanding, from the comparative perspective, the similarities and differences of education in Spain in the different autonomous regions.
T.13.- The educational systems of the European Union.
Knowing and understanding the most relevant features of the educational systems in the countries of the Union.
T.14.- Other educational systems.
Knowing and understanding the most relevant features of the educational systems of the most important geo-cultural areas: Japan, US, Ibero-America.

5887 EXPERIMENTAL PEDAGOGY

1.- Experimental pedagogy
2.- Research design.
3.- Experiment as reference.
4.- Principal designs.

5.- Estimating parameters
6.- Contrasting hypotheses.
7.- Some non-parametric tests.

5888 EVALUATION OF PROGRAMS, CENTRES AND TEACHERS

BLOCK I
Evaluation and performance of educational systems.
Basic concepts of educational evaluation.
Quality. Criteria and references for evaluation.
Models of evaluation.
The process of evaluation.
Techniques and tools for evaluation.

BLOCK II
Evaluation of programmes.
- Concept and object of the evaluation of programmes.
- Functions of evaluation of programmes. Quality.
- Roles of evaluator, promoters and audiences. Responsibilities and ethics.
- Phases and strategies in the evaluation of programmes.
- Models in evaluation of programmes. Critical analysis and evaluation of some experiences.

BLOCK III
Evaluation of centres.
Models for the evaluation of educational centres.
Evaluation of training needs of educational centres.

BLOCK IV
Evaluation of teachers.
- Need for evaluation of teaching staff.
- Role of the teacher and aspects subject to evaluation.
- Evaluators of teaching staff. Evaluation and self-evaluation.
- Criteria of evaluation.
- Most widely used models and instruments.

5890 MANAGEMENT OF SOCIOEDUCATIONAL INSTITUTIONS

1. Leadership of total quality in socio-educational centres.
1.1. Development of leadership.
1.2. Educational leadership.

2. Management and direction of socio-educational centres.

3. Directional competences and skills.

4. The project and exercise of direction.

5. Management and evaluation of the quality of centres through the exercise of direction.

6. The twenty-first century pedagogue: valuation of the different directive profiles and defining notes of the formal and non-formal contexts.

5891 SCHOOL, FAMILY AND SOCIAL GUIDANCE

1. The family system
2. Family guidance
3. The educational system
4. Pupil guidance
5. Occupational guidance
6. Social guidance: groups at risk of exclusion

> ➢ **3rd year**

5892 PSYCHOPATHOLOGY APPLIED TO ORIENTATION

1. BASIC CONCEPTS
Bio-psycho-social conception of the human being. Global burden.
History, explanatory models and models of intervention in psychopathology.
Education, family and mental disorder. Setting in the guidance framework.

2. CLASSIFICATION SYSTEMS

DSM-5
System of diagnosis and classification of the APA
ICD-10
System de diagnosis and classification of the WHO
ICF
International Classification of Functioning, Disability and Health

3. PRINCIPAL DISORDERS OF CHILDHOOD, ADOLESCENCE, ADULTHOOD AND OLD AGE

Neurodevelopmental disorder. Mental disability.
Syndromes associated with intellectual disability. Concepts, diagnostic criteria and intervention.
Neurodevelopmental disorder. ADHD: Attention deficit disorder with or without hyperactivity.
Hyperactivity: Concepts, diagnostic criteria and intervention.
Neurodevelopmental disorder. Autism spectrum disorder
Autism and Asperger.
Emotional and mood disorders: Concepts, diagnostic criteria and intervention.
Eating disorders: Concepts, diagnostic criteria and intervention.
Behavioural addiction disorders: Concepts, diagnostic criteria and intervention.
Depression: Concepts, diagnostic criteria and intervention.
Schizophrenia: Concepts, diagnostic criteria and intervention.
Other mental disorders.

4. EVALUATION AND EFFECTIVE INTERVENTIONS IN THE PSYCHOPATHOLOGICAL DISORDERS

5893 PROGRAMMES ON ATTENTION TO DIVERSITY

BLOCK I
Theoretical framework of attention to diversity
Legal bases of attention to diversity

BLOCK II
Programmes of compensatory education
ATDI File
Curricular adaptations
Educational accessibility

BLOCK III: LEARNING IMPROVEMENT PROGRAMMES
Competence in written language: difficulties, evaluation and treatment
Educational and psycho-pedagogical guidance teams
Basic Vocational Training

5894 ORIENTATION IN SPECIAL SITUATIONS: HOSPITAL CARE AND AT-RISK CHILDREN

BLOCK I. Guidance, health and family
BLOCK II. Chronic illness: attention, guidance and intervention
BLOCK III. Organization of the educational services
BLOCK IV. Guidance and social maladjustment: minors in risk situations
BLOCK V: Child and juvenile protection and educational intervention

5895 PRACTICUM I (EXTERNAL INTERNSHIPS I)

Practice Plan
- Knowledge gained by participant observation of the concrete sphere of socio-educational practice, detection of the aptitude and personal qualities most relevant for professional exercise, as well as the functions of the teacher in different teaching situations.
- Acquisition of general and specific information on the functional structure and dynamics of the training program and the organism and/or institution in which he/she will be carrying out practices.
- Localization and use of documentary sources proper to the sphere of pedagogical-professional intervention.
- Description of the axes upon which the action of the Centre, Organism, Institution or Programme in question is articulated, identifying the characteristics that define its specific educational and/or training situation and the functions the teacher has performed or will be performing.
- Design, from reflexion on the situation experienced, of a project of applied research, and/or comparative study, organizational design, evaluations, that might enable, with a realistic approach, the planning, process or output of the programme studied and with a view to improvement.

- Guidelines for the drawing up of the Report on Practicum I

Major: Technology and Education

5896 TELEVISION, AUDIOVISUAL MEDIA AND EDUCATION

1 - Functions and dimensions of television
2 - The effects of television and other audiovisual media
3 - Violence in the media. Effects and orientations
4 - Treatment of values in television. Analysis of advertising
5 - Television, audiovisual media and education
6 - Didactical approaches on the use of TV and other media
7 - Production of audiovisual material and didactical guides with pedagogical purposes

5899 COMMUNICATION RESOURCES AND ADAPTATION TO USERS

BLOCK 1. Communication resources (AAC) and adaptation to users.

BLOCK 2. Possibilities of ICTs for interaction with different collectives of users

BLOCK 3. Adaptation of the New Technologies to different collectives of users. (Technical aids for augmentative and alternative communication)

BLOCK 4. Creation of communicative materials for different users. Integration of technological resources for the elimination of communication barriers: Cued speech, Brain, LSE,...

5900 APPLIED ENGLISH

HUMAN BEHAVIOUR, DEVELOPMENT AND LEARNING
1. THE INFLUENCE OF MIND OVER BODY
- STRESS AT WORK AND IN EVERYDAY LIFE
- EMOTIONS

2. DEVELOPMENT AND LEARNING THROUGH LIFE
- CHILDHOOD, ADOLESCENCE, ADULTHOOD.

3. INTELLIGENCE
- ASSESSING AND ACCOUNTING FOR VARIATIONS OF INTELLIGENCE

4. NON-VERBAL MESSAGES
- BODY LANGUAGE
- COMMUNICATION IN MULTICULTURAL CONTEXTS

5. INTERPERSONAL RELATIONSHIPS
- FRIENDSHIP & LOVE.
- THE EDUCATIONAL ENVIRONMENT.
- WORKING LIFE.

LIFE IN SOCIETY
1. BELONGING TO A GROUP
- MARRIAGE, FAMILY AND THE HOME
- IN WORKING LIFE

2. GENDER ROLES
- GROWING UP MALE OR FEMALE
- GENDER ISSUES TODAY

3. BREAKING THE RULES
- THINKING CRITICALLY ABOUT THE TOPIC

4. CHANGING SOCIETIES
- CULTURAL CHANGE, THE TECHNOLOGICAL WORLD, AND GLOBAL
ISSUES

5902 ICTS IN FORMAL AND NON-FORMAL EDUCATION: COLLABORATIVE TOOLS AND DIDACTIC APPLICATIONS

1.- EDUCATION
1. Concept of formal Education / non-formal / informal Education
2. Possibilities of ICTs in the formal and non-formal spheres.
3. New technological and their application in formal and non-formal spheres.
Digital identity.
4. Social networks and their application in education.
5. Creation of educational materials.

> **Major: Training and Management in the Organization.**

5903 LABOUR MEDIATION

TOPIC 1. CONFLICT IN ORGANIZATIONS
1.1. Interdisciplinary approaches to the concept of conflict.
1.2. The psycho-sociological perspective on conflict.
1.3. The dynamics of conflict in organizations

TOPIC 2. DIAGNOSIS AND INTERVENTION
2.1. Methodological approaches for intervention in conflicts.
2.2. Analysis of solutions to conflicts.

TOPIC 3. NEGOTIATION; FROM THEORY TO PRACTICE.
3.1. Definition and theoretical approaches to negotiation.
3.2. Techniques of negotiation.

TOPIC 4; MEDIATION IN THE WORKPLACE; LEGAL, TECHNICAL ASPECTS AND APPLICATIONS.
4.1. Types of Mediation
4.2. Interventions in mediation.
4.3. Legal and institutional aspects (Regional Service of Labour Relations: SERLA).

5897 NETWORK TRAINING AND VIRTUAL LEARNING ENVIRONMENTS

- Introduction to computer e-learning platforms
- Website administration
- Designing courses on virtual platforms
- Activities subject to evaluation on virtual platforms

5906 MANAGEMENT OF HUMAN RESOURCES: INDIVIDUALS IN ORGANIZATIONS

1.- Management Human Resources

1. The concept of Human Resources. What are they and what purpose do they serve?
2. The criteria in Psychology of Resources Human.
3. The predictors in Psychology of Human Resources.
4. The planning of Human Resources.
5. Recruiting and selection in Human Resources.
6. Training and Human Resources.
7. Work teams in organizations.

2.- The Individual in Organizations
1. Introduction to and definition of the organization
2. History of the study of the psychology of organizations
3. The structural analysis of an organization
4. The organizational climate and conflict management
5. Communication in organizations
6. Leadership
7. Current themes in the psychology of organizations

5908 LABOUR INTEGRATION AND TRANSITION TO ACTIVE LIFE

The process of transition to adult and active life in individuals with disablement
Procedure and phases of creating paths of social and labour insertion
Recourses and institutions in relation with the transition to adult life and integration in the labour market
Attention to diversity and transition in the educational system
The firm: knowledge of the organizational and professional environment

5909 TRAINING IN ORGANIZATIONS

TOPIC 1. Importance and evolution of training in organizations
TOPIC 2. Knowledge management
TOPIC 3. Legal framework on training on organizations
TOPIC 4. Phases and techniques for drawing up a training plan
TOPIC 5. Training and quality management systems
TOPIC 6. Profile of the trainer
TOPIC 7. Training to favour inclusion in the labour market.

> **4th year**

5910 ORIENTATION IN SECONDARY EDUCATION

1. Introduction to the subject.
Objectives, competences, contents, methodology, activities, timing, system of evaluation.
Team work.

2. Structure of Counselling.
Counselling department. Principles. Legislative framework. Functions.
Counselling in vocational training
Counselling teams and psycho-pedagogical evaluation

3. Programmes of Support to Counselling
Support to the process of teaching-learning
Measures for attending to diversity
The Tutorial Action Plan
Academic and Professional Counselling

4. Tutoring as an element of the teaching function: the Tutorial Action Plan.
The Tutorial Action Plan (TAP)
. Actions with pupils
. Actions with families
. Actions with the school and teachers

5. The Academic and Vocational Counselling Plan. APCP
Basic Principles.
Spheres of development.
Vocational and academic counselling.
Characteristics
Basic aspects.

6. Counselling in the achievement of Basic Competences.
Decision making, assertiveness and social skills, teamwork … etc.

5911 PSYCHOPEDAGOGIC EVALUATION

MODELS, PROCESSES, TECHNIQUES AND INSTRUMENTS OF ASSESSMENT
PSYCHO-PEDAGOGICAL ASSESSMENT
PROCESSES AND PHASES OF ASSESSMENT
TECHNIQUES AND INSTRUMENTS OF ASSESSMENT
INSTRUMENTS OF DETECTION AND DIAGNOSTIC ORIENTATION
CHOICE OF EVALUATIVE INSTRUMENTS
How to choose the best instrument: general guidelines
General technical description of instruments
Ethical norms for the application of tests

PSYCHOMETRIC TECHNIQUES: TESTS
Descriptive statistics; scales of measurement; measurements of central
tendency, normal curve; typical errors, errors of measurements and confidence
levels; validity, reliability and factor analysis

EVALUATION OF PUPIL AND CONTEXT
G factor test; test of general non-cultural and non-verbal intelligence;
instruments for evaluating development; Wechsler intelligence scales; tests
based on the processing of information and learning potential, basic
competences: communication oral, written, calculation
Basic knowledge of some instruments of this type. Instruments for evaluating
learning strategies, study habits, personality, disorders.

DRAWING UP PSYCHO-PEDAGOGICAL REPORTS
ETHICAL NORMS
NORMS OF THE COP

5912 COGNITIVE INTERVENTION PROGRAMMES AND INSTRUMENTAL ENRICHMENT

Block I. Introduction to the concept of cognition and improvement of intelligence.
Conceptualization of intelligence
Principles of improvement of intelligence
Conceptions regarding intelligence:
- Origin and structure.
- Concept.

- Measurement.

Block II. Programmes for teaching to think, for improving intelligence and instrumental enrichment for the different levels of Teaching.
Pre-school, primary, secondary: Programmes focussed on the development of cognitive operations
Enhancement of Intelligence
Feuerstein instrumental enrichment programme
Meichenbaum Self-Instructional Training Programme. Think Aloud Program.

Block III. Cognitive Training Programme for small children
Application of Programmes
Cognitive training programmes:
Approaches, models and classification.

5913 ORIENTATION IN FORMAL AND NON-FORMAL AREAS

Job Counselling
Career Development
This topic addresses how to plan and work out the future development of a professional and working career in non-formal and informal spheres

Assessing Work Opportunities and Future Possibilities
Research and knowledge of present and future job opportunities in teaching

Gender Perspective in Employment
Addressing gender differences in the labour market and intervention in non-formal and informal spheres

Deregulation Policies
What are deregulation policies, and how do they affect non-formal and informal spheres?

Regulated training and enterprise
Competences and enterprise culture.

Counselling for retirement
Retirement: how to prepare for it and what to do

What is retirement and what are the individual and social changes that take place as a consequence?

Contributions of retired people in non-formal and informal spheres

How can retired people contribute their knowledge to society?

Need for advance preparation. Programmes of preparation for retirement.

Ongoing education

Concept and meaning. The initiative of international organizations and the European Union. Action Plan for permanent learning. Challenges of ongoing education in the twenty-first century.

Education of adults and elderly people.

Genesis of a differentiated school system. Tendencies and expectations in the European Union. Adult education in Spain. Centres devoted to adult education. University education for older individuals.

Role of AECs in non-formal education.

Physical and symbolic spheres. Programmes and Activities.

5914 CONFLICT AND CO-EXISTENCE IN EDUCATIONAL SETTINGS

1.- INTRODUCTION TO CONFLICT THEORY FROM A MULTIDISCIPLINARY PERSPECTIVE

1.1- Conflict: description and characteristics

1.2.- Psychological theories to explain conflict

1.3.- Ways to deal with conflict

1.4.- Origin and evolution of conflict

2.- TYPES OF CONFLICT AND STRATEGIES FOR CONFLICT MANAGEMENT

2.1.- General classification of conflicts.

2.2.- Conflicts that depend on the development of the individual.

2.3.- Conflict in the school environment; the most common kinds of conflict.

2.4.- Mediation as a strategy.

2.5.- Negotiation, arbitration and conciliation.

3.- EDUCATIONAL COEXISTENCE

3.1.- Conceptualization and characteristics.

3.2.- Essential elements of coexistence.
3.3.- The Ecological Model of prevention.

4.- LEGISLATIVE FRAMEWORK OF COEXISTENCE
4.1.- International Framework. Documents of reference of the UNESCO and other international organizations on the subject of coexistence.
4.2.- National Legislation. State legislation and development on matters of coexistence.
4.3.- Regulations of the autonomous region on matters of coexistence.

5.- LA COEXISTENCE IN SCHOOLS
5.1.- The climate in the school (Relations between agents involved: families, teaching staff and pupils).
5.2.- Norms.
5.3.- The Coexistence Plan.

6.- ACTIONS FOR IMPROVING COEXISTENCE IN THE SCHOOL.
6.1.- Teaching to coexist.
6.2.- Training.
6.3.- Committee on Coexistence.
6.4.- Tutorial Action Plan.

7.- NEW KINDS OF AGGRESSION
7.1.- Bullying
7.2.- Cyberbullying
7.3.- Sexting

5915 PRACTICUM II (EXTERNAL INTERNSHIPS II)

1. Familiarization with the administrative, legislative, managerial and organizational elements that make up the Educational System and its various parts, as well as those regarding other educational programs in non-school, social and business spheres.

2. Participation, as far as possible, in different occupations and tasks practiced in training centres, or programmes in which the student is able to be present, so as to deepen in approaches and solutions to problems of day-to-day life.

3. Proposition of action plans and concrete projects that may lead to a broad and detailed knowledge of residential centres and contribute to improving the treatment and evaluation of problem cases to which solutions are sought.

4. Participation in the development and monitoring of such plans, learning to assess the degree of achievement of objectives, the level of involvement and the capacity for seeking solutions and sharing them with professionals in other areas.

5. Initiation in actions of research in one's own practice and into concrete and specific aspects of the educational and training projects in which one has been involved.

6. Project of applied research, and/or comparative study, organizational design, evaluations, real intervention.

5916 FINAL DEGREE'S PROJECT

Choice of a tool for putting together and presenting the academic path, learning and evaluation activities
(Portfolio, blog, presentations...).

Design and application of an applied research project, and/or comparative study, organizational design, evaluations, actual intervention in situations and/or problems proper to the teaching function in the various environments in which teaching practice has been carried out: setting forth of problems, grounding, design, gathering and interpretation of data, conclusions, writing up of reports, etc.

Guidance for the presentation, defence (or justification) and debate on the Final Degree Project.