

Academic Year/course: 2022/23

63326 - Educational Guide Professional Development

Syllabus Information

Academic Year: 2022/23

Subject: 63326 - Educational Guide Professional Development

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

604 -

ECTS: 6.0

Year: 1

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The general objective is to contribute decisively to the construction of the professional identity of the educational counselor, based on

of four specific objectives:

- Know and analyze the necessary skills for quality professional performance, with a particular emphasis on the communicative competence.
- Understanding the complex skills necessary for quality professional performance in the 21st century.
- The analysis and management of conflicts in professional practice, from the ethical references of the profession.
- The contrast of emerging theories and models to develop a narrative that makes it possible to face the challenges of the educational counselor.

Objectives that are aligned with the following Sustainable Development Goals (SDG) of the United Nations 2030 Agenda:

SDG 4: Quality education;

SDG 5: Gender equality;

SDG 10: Reduction of inequalities.

Some goals directly linked to the professional profile of the educational counselor are highlighted:

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes

4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, world citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development

2. Learning goals

2.2. Learning goals

1. The student acquires the institutional and professional knowledge and resources available for his/her development as an educational counselor in the 21st century.
2. The student knows the relevant references for the initial construction of a narrative adapted to the emerging challenges of guidance in school institutions.
3. The student adequately manages the conflicts and dilemmas of professional practice from the ethical reference points of educational guidance.
4. The student designs her professional career from the keys of complex competences (self-determination).

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Continuous assessment

Preparation and oral presentation by the student body of an evaluation portfolio that will include the products specified below:

? A narrative as a counselor that will integrate two phases or exercises in its elaboration, initial and deconstructive, and that will allow a reflection on the professional identity of the counseling praxis and the coordinates of professional development.

? The development of case studies linked to the ethical dilemmas and the main competencies of the professional exercise that implies a mobilization of the professionalizing referents in real scenarios.

? A professional project as an educational counselor that integrates a third phase or reconstructive exercise of the keys of the narrative, the balance of competencies and that defines a plan for future professional development.

? A class diary that integrates the treatment of the obligatory and complementary readings through conceptual maps and other analysis exercises integrated by sections and that recapitulate the contents.

The qualification obtained will require the delivery of all the products of the portfolio and its oral presentation.

This grade will be distributed as follows:

? Counselor's narrative (initial and deconstructive phase) (15%)

? Case studies (30%)

? Professional project (20%)

? Class diary (25%)

? Oral presentation (10%)

Global evaluation and second call

It will consist of a single test with two main blocks:

A) Block I. It will integrate a written test that will deal with the contents worked on in the subject.

B) Block II. A practical assumption or case study. The objective is to consolidate mastery of the learning of the subject. The evaluation criteria will be the same as those contemplated for the evaluation portfolio: formal and orthotypographic correction, rigor, coherence, feasibility and multi-referentiality.

Passing the subject will require passing both blocks of the single test. Each block will account for 50% of the final grade.

The second call will be developed by global evaluation.

Fifth and sixth call

Fifth and sixth call students must be aware that their evaluation is carried out before a court, and they cannot waive this right.

However, they may choose, upon request, to take the test together with the rest of the students in the group and subsequently place it in an envelope for delivery to the court (art. 23 of the Agreement of December 22, 2010, of the Governing Council, by which the Regulation of Learning Assessment Standards of the University of Zaragoza is approved)

General warning

Total or partial fraud or plagiarism in any of the assessment tests will lead to failure of the subject with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The teaching-learning methodology is articulated from the socio-constructivist model; the production of evidence by students reflects the construction of knowledge. The teaching strategies are:

Cooperative work between equals.

- Study of cases.
- Readings and comments on texts.
- Exhibition of the fundamental contents of the subject.
- Autonomous study.

4.2. Learning tasks

1. Face-to-face activities

Participation in theoretical-practical activities 60 h

Evaluation tests 6 h

Job Tracking 2h

academic tutorials

2. Non-face-to-face activities

Carrying out work 22 h

Individual and/or group autonomous study and work 60 h

All activities will focus on professionalizing references for the exercise of educational guidance and will be based on a critical reflection of the Sustainable Development Goals (SDG) that guarantee quality education (SDG 4) and inspired by equity (SDG 5) and social justice (SDG 10).

4.3. Syllabus

- The current professional culture of the educational counselor: speeches and resources
- From professional-institutional competencies to complex competencies: self-determination
- Ethical dilemmas: a challenge for the educational counselor
- Emerging Approaches and Models for Professional Development

- The design of the career of the educational counselor

4.4. Course planning and calendar

The calendar of face-to-face sessions and presentation of works will be communicated at the beginning of the academic year to through the web or through a written document delivered by the teaching staff. The initial planning is:
? October

- o Dialogue on the basic references for the analysis of the initial narrative (Wednesday)
- o Initial narrative analysis (Thursday)

? November

- o Professional culture: digital resources for professional career development (Wednesday)
- o Professional ethics: problem solving and conflict management (Thursday)

? December

- o Professional competences: balance for the professional project
- o Emerging theoretical models for the reconstruction of the professional narrative

? January

- o Presentation of the evaluation portfolio

4.5. Bibliography and recommended resources

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63326>