

Guía docente de la asignatura

## Acción Tutorial en Educación Primaria

Fecha última actualización: 27/04/2021

Fecha de aprobación:

Métodos de Investigación y Diagnóstico en Educación:

27/04/2021

Didáctica y Organización Escolar: 27/04/2021

<b>Grado</b>	Grado en Educación Primaria (Bilingüe)	<b>Rama</b>	Ciencias Sociales y Jurídicas
<b>Módulo</b>	Sociedad, Familia y Escuela	<b>Materia</b>	Acción Tutorial en Educación Primaria
<b>Curso</b>	3º	<b>Semestre</b>	2º
<b>Créditos</b>	6	<b>Tipo</b>	Troncal

### PRERREQUISITOS Y/O RECOMENDACIONES

None.

### BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Grado)

Description of contents adjusted to Order ECI / 3857/2007, of December 27, BOE of December 29, 2007, which establishes the requirements for the verification of official university degrees that qualify for the exercise of the profession of Teacher in Primary Education.

- Conceptual, epistemological and organizational approach to tutorial action. General planning and specific development of the tutorial action. Dimensions and contents in the tutoring plans.
- Specific strategies and techniques for the development of tutoring plans.
- Conceptual approach, origins and historical evolution of orientation and tutorial action.
- Fundamentals and principles of orientation and tutorial action. The organization and structure of the mentoring-orientation: scope European, national and autonomous.
- Areas of work and functions of guidance and tutorial action in Education Primary.
- The profile of the tutor and models of cooperation with families, students and other agents in the orientation and tutoring.
- Guidance and tutoring for personal development, learning and development Social.
- Collaborative designs, implementation and evaluation of guidance and tutoring programs.
- The plan of Orientation and Action Tutorial / POAT.
- Guidance and tutoring for attention to diversity, for education in values, the promotion of learning and the integration of transversal areas.
- Current and dynamic techniques of orientation and tutoring with students, families and others to educational and social agents.

### COMPETENCIAS ASOCIADAS A MATERIA/ASIGNATURA



## COMPETENCIAS GENERALES

- CG01 - Analizar y sintetizar la información
- CG02 - Organizar y planificar el trabajo
- CG04 - Examinar alternativas y tomar decisiones
- CG05 - Comunicar oralmente y por escrito con orden y claridad, en la propia lengua y en una segunda lengua
- CG06 - Buscar, seleccionar, utilizar y presentar la información usando medios tecnológicos avanzados
- CG07 - Adquirir y desarrollar habilidades de relación interpersonal
- CG08 - Trabajar en equipo y comunicarse en grupos multidisciplinares
- CG09 - Expresar y aceptar la crítica
- CG11 - Fomentar y garantizar los principios de accesibilidad universal, igualdad, no discriminación y los valores democráticos y de la cultura de paz
- CG12 - Desempeñar su trabajo con compromiso ético hacia sí mismo y hacia los demás
- CG13 - Investigar y seguir aprendiendo con autonomía
- CG15 - Trabajar de forma autónoma y liderar equipos
- CG20 - Concebir la profesión docente como un proceso de aprendizaje permanente adaptándose a los cambios científicos, pedagógicos y sociales a lo largo de la vida y comprometido con la innovación, la calidad de la enseñanza y la renovación de prácticas docentes, incorporando procesos de reflexión en la acción y la aplicación contextualizada de experiencias y programas de validez bien fundamentada
- CG21 - Comprender la complejidad de los procesos educativos en general y de los procesos de enseñanza-aprendizaje en particular
- CG24 - Diseñar, planificar, investigar y evaluar procesos educativos individualmente y en equipo
- CG28 - Generar y mantener un clima positivo de convivencia escolar basado en el respeto a las diferencias individuales, en las relaciones interpersonales y en la participación democrática en la vida del aula y del centro, así como afrontar de forma colaborativa situaciones problemáticas y conflictos interpersonales de naturaleza diversa
- CG29 - Adquirir destrezas, estrategias y hábitos de aprendizaje autónomo y cooperativo y promoverlos entre los estudiantes, estimulando el esfuerzo personal y colectivo
- CG31 - Desempeñar adecuadamente las funciones de orientación y tutoría con los estudiantes y sus familias
- CG35 - Conocer y aplicar en las actividades de aula las tecnologías de la información y la comunicación, para impulsar un aprendizaje comprensivo y crítico. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural
- CG36 - Conocer las funciones, posibilidades y limitaciones de la educación para afrontar las responsabilidades sociales, promoviendo alternativas que den respuestas a dichas necesidades, en orden a la consecución de un futuro solidario y sostenible

## COMPETENCIAS ESPECÍFICAS

- CE13 - Comprender los procesos de aprendizaje relativos al periodo de 6-12, en el contexto familiar, social y escolar
- CE14 - Conocer las características de estos estudiantes, así como las características de sus contextos motivacionales y sociales
- CE15 - Dominar los conocimientos necesarios para comprender el desarrollo de la personalidad de estos estudiantes e identificar disfunciones
- CE16 - Identificar dificultades de aprendizaje, informarlas y colaborar en su tratamiento
- CE17 - Conocer las propuestas y desarrollos actuales basados en el aprendizaje de competencias



**RESULTADOS DE APRENDIZAJE (Objetivos)**

- Understand the concept of tutorial action and the role that the tutor must play in current education to establish a defined style of teaching and tutorial action, as well as defend these approaches through of oral and written communication.
- Identify the normative framework, theoretical practical aspects and the real educational contexts of development of the tutorial action, to be able to base the design of specific tutorial actions.
- Know the structure of educational, social and community systems in order to offer guidance and tutorial actions that optimize the use of human and material resources.
- Achieve to develop the competences to elaborate diagnoses and tutorial intervention plans adjusted to the current educational reality and the diversity of the students.
- Use techniques and practical tools that facilitate the development of the tutorial action and activities in which the entire educational community is actively involved.
- Be able to use various documentary sources and technological tools to generate knowledge critical, which is specified in the proposed guidance and tutorial action designed.
- Generate knowledge and tutorial action activities that, from the ethical commitment, are adjusted in practice to current educational and social values, such as democratic participation, attention to diversity and inclusion and the integral development of the person.

**PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS****TEÓRICO**

**AF1. Master lesson** (Theoretical-expository classes) Description: Presentation in the classroom of the fundamental concepts and development of the proposed contents

Purpose:

To transmit the contents of the subject, motivating students to reflect, facilitating the discovery of the relationships between various concepts and forming a critical mindset.

T 1. Conceptual Approach to Tutorial Action.

T 2. Psycho pedagogical theories and principles that guide the Tutorial Action.

T 3. Structure and organizational framework of the Tutorial Action. Tutoring as a system.

T 4. Planning and development processes of the Tutorial Action. The collaborative construction of the TA. Action.

T 5. Tutorial Action for students with special needs. Students with different abilities.

T 6. Tutorial Action and the improvement of school coexistence, participation and democracy.

T 7. Tutorial action and the promotion of the learning process and for development of self-regulated learning.

T 8. Tutorial action and the development of personal identity.



T 9. The groups involved in the Tutorial Action: The students as a central element of the Tutorial Action.

T 10. Families and other groups participating in the guidance and tutoring plans.

## PRÁCTICO

### AF2. Practical activities (practical classes and / or workshops)

Description: Activities through which it is intended to show students how they should act from the application of the knowledge acquired.

### AF4. Individual non-contact activities (Study and autonomous work).

Description:

- 1) Activities (guided and unguided) proposed by the teacher through which, individually, specific aspects of the subject are studied in depth, enabling the student to advance in the acquisition of certain knowledge and procedures of the matter,
- 2) Individualized study of the contents of the subject
- 3) Evaluation activities (reports, exams, ...)

### AF5 Academic tutorials.

Description: Periodic individual and / or group meetings between teachers and students to guide, supervise and guide the different academic activities.

### AF6. Academic tutorials

Description: way of organizing the teaching and learning processes that is based on direct interaction between the students and the teacher.

Purpose:

- 1) Guide the autonomous and group work of the students,
- 2) delve into different aspects of the subject and
- 3) guide the academic-comprehensive training of students.

## BIBLIOGRAFÍA

### BIBLIOGRAFÍA FUNDAMENTAL

- Expósito, J. (2016). Tutorial action in Present Education. Madrid Sintesis.
- Expósito, J. (2018). Formación teórica y práctica para la acción tutorial en educación primaria. Granada. GEU.

### BIBLIOGRAFÍA COMPLEMENTARIA



## ENLACES RECOMENDADOS

- Asociación Interuniversitaria de Investigación en Pedagogía: <http://www.uv.es/aidipe/>
- Asociación Española de Orientación y Psicopedagogía: <http://aeopweb.wordpress.com/>
- Consejería Educación de la Junta de Andalucía:  
<http://www.juntadeandalucia.es/educacion/portals/web/ced/orientacion-educativa>
- Normativa educativa: <http://www.adideandalucia.es/>
- Recursos para la orientación: <http://www.orientared.com/>

## METODOLOGÍA DOCENTE

- MD01 Aprendizaje cooperativo. Desarrollar aprendizajes activos y significativos de forma cooperativa.
- MD02 Aprendizaje por proyectos. Realización de proyectos para la resolución de un problema, aplicando habilidades y conocimientos adquiridos.
- MD03 Estudio de casos. Adquisición de aprendizajes mediante el análisis de casos reales o simulados.
- MD04 Aprendizaje basado en problemas. Desarrollar aprendizajes activos a través de la resolución de problemas.
- MD05 Metodología expositiva. Transmitir conocimientos y activar procesos cognitivos en el estudiante.
- MD06 Contrato de aprendizaje. Desarrollar el aprendizaje autónomo. Ejercitar, ensayar y poner en práctica los conocimientos previos
- MD07 Metodología CLIL/AICLE. Aprendizaje integrado de contenidos en Lengua Extranjera. Aplicable a las materias/asignaturas impartidas en modalidad bilingüe.

## EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

### EVALUACIÓN ORDINARIA

Assessment instruments, assessment criteria and percentage of the final grade adjusted to the regulations approved by the Governing Council Agreement of May 20, 2013 (BOUGR No. 71, of May 27, 2013) and modified by the Agreements of the Council of Government of February 3, 2014 (BOUGR No. 78, of February 10, 2014); of June 23, 2014 (BOUGR No. 83, of June 25, 2014) and of October 26, 2016 (BOUGR No. 112, of November 9, 2016); Includes bug fixes from December 19, 2016 and May 24, 2017.

<http://secretariageneral.ugr.es/bougr/pages/bougr71/ncg712/%21>

- **Note on the evaluation:** The overall qualification of the students will be obtained by applying the weighted average in the percentages indicated for the evaluation criteria established and applied in each instrument and evaluative tests. And it requires as a sine qua non condition the overcoming of face-to-face and not face-to-face, theoretical and practical training activities, separately.

### Evaluation instruments



- EV-I1 Exams, written or oral, essay, short answer, objective, cases or assumptions, resolution of problems in relation to the contents of the subject: 55% of the overall grade.
- EV-I2 Works presented, academically directed, in relation to the application of the contents of the subject for the development of Guidance Plans and Tutorial Action: 20% of the overall grade.
- EV-I3 Observation scales and self-assessment record on the active participation of students in theoretical classes, practicals, seminars, workshops and other activities related to the subject: 5% of the overall grade.
- EV-I4 Portfolios, reports, diaries on different types of practical activities and / or research on the core content of the subject: 20%.

### Evaluation criteria

- EV-C1 Verification of the mastery of the contents, theoretical and practical, and critical elaboration of the same.
- EV-C2 Assessment of the work carried out, individually or in a team, taking into account the presentation, writing and clarity of ideas, structure and scientific level, creativity, justification of what it argues, capacity and richness of the criticism that is made, and updating of the bibliography consulted.
- EV-C3 Degree of involvement and attitude of the students manifested in their participation in the consultations, exhibitions and debates; as well as in the preparation of the work, individual or in teams, and in the sharing sessions.
- EV-C4 Attendance to classes, seminars, conferences, tutorials, group sessions. Evaluation instruments. Coding.

## EVALUACIÓN EXTRAORDINARIA

### 1. Theoretical part

Oral examinations, of objective answer to theoretical questions and / or brief answer to cases, assumptions or resolution of problems through (Percentage of mark 60%)

This type of test will be evaluated using the following criteria:

- Adequacy of the answer to the question or case raised.
- Use of justification and / or justification elements as normative, theoretical or practical references.
- Development of the question and / or solution of the situation raised in a credible way and with the possibility of applying it to the actual educational practice.
- Originality of the proposal from the theoretical practical assumptions of reference.
- Use of fluent and technical language, so that the explanation is clear.

### 2. Practical part

2.1. Oral examinations, of objective answer to practical questions and / or brief answer to cases, assumptions or problem solving (20% mark percentage)

This type of test will be evaluated using the following criteria:

- Adequacy of the answer to the question or case raised.
- Use of justification and / or justification elements as normative, theoretical or practical



references.

- Development of the question and / or solution of the situation raised in a credible way and with the possibility of applying it to the actual educational practice.
- Originality of the proposal from the theoretical practical assumptions of reference.
- Use of fluent and technical language, so that the explanation is clear.

2.2. Delivery of a Project of Orientation and Tutorial Action (POAT) by writing of individual character (Percentage of the note 20%)

POAT evaluation criteria (written document):

- Adaptation to the style manual and format quality conditions.
- Interesting, motivating and appropriate content.
- Index with clarity and adequate structure. Conceptual map.
- Introduction and justification of the project.
- Legislative and epistemological support.
- Adequate construction of ideas and written argumentation. Clarity of the epigraphs, sufficient information, highlighting the relevant aspects.
- Adequacy of the objectives, contents, methodology and activities.
- Theoretical aspects are related to educational practice.
- Conclusions, limitations and possibilities of expanding the work.
- Bibliography, links and complementary materials. Quality, timeliness and interest of the appointments.

## EVALUACIÓN ÚNICA FINAL

For students who cannot comply with the continuous assessment method due to work, health, disability or any other duly justified cause, they may avail themselves of the single final assessment consisting of a single final test, consisting of a written test on the theoretical content- practical of the subject, composed of theoretical questions and the resolution of assumptions and / or practical cases.

This evaluation modality will comply with the provisions of the current regulations established by the UGR <http://secretariageneral.ugr.es/bougr/pages/bougr71/ncg712/%21> because "in order to qualify for the sole final evaluation, the student, In the first two weeks of teaching the subject, he will request it from the department's management, who will transfer it to the corresponding teaching staff, alleging and proving the reasons that assist him for not being able to follow the continuous evaluation system. "

## INFORMACIÓN ADICIONAL

### On the delivery of works and materials for evaluation

The works and materials delivered by the students and in accordance with the regulations of the UGR in its Article 15. Originality of the works and tests these will have to be accompanied at the end of the same with a signed declaration of originality in which assumes the originality of the work, understood in the sense that it has not used sources without citing them properly.

If real plagiarism is demonstrated after obtaining the report with the Turnitin anti-plagiarism platform, the practice will automatically lead to a numerical grade of zero in the subject in which it was detected, regardless of the rest of the grades that the student had obtained.





This consequence should be understood without prejudice to the disciplinary responsibilities that students who plagiarize may incur.

The works must conform to the norms in terms of form and content established by the teaching staff, as well as the parameters of oral and written linguistic correction, which will be considered as criteria for their evaluation.

