

**COURSE DATA****Data Subject**

Code	42438
Name	Common training 1
Cycle	Master's degree
ECTS Credits	16.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2093 - Master's Degree in Psychopedagogy	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2093 - Master's Degree in Psychopedagogy	1 - Common training	Obligatory

Coordination

Name	Department
ALFARO ROCHER, IGNACIO JAVIER	270 - Research Methodology, Educational Diagnosis and Assessment
PEREZ BOULLOSA, ALFREDO	270 - Research Methodology, Educational Diagnosis and Assessment
ROCABERT BEUT, ESPERANZA	305 - Developmental and Educational Psychology

SUMMARY**English version is not available**

Compuesto por parte de las asignaturas que se consideran comunes a todos los estudiantes del Máster y que son básicas en su formación.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- The students apply the acquired knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- The students integrate knowledge and face the complexity of making judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments .
- The students have the learning skills to enable them to continue studying in a way that will be largely self-directed or autonomous
- They have a reflective and critical behavior to the social and educational reality and favoring the changes, transformations and innovations that lead to improve the quality of individual and social life .
- They act with professionalism and ethical behavior in the performance of their tasks.Improve the quality of professional practice and in particular , the training itself and developing strategies that facilitate collaboration , networking , involvement of different educational agents and / or social processes involved in psychoeducational .
- Deliver technical reports , surveys and audits related to the job and analyze , design and promote teaching and learning processes through the use of different languages, media and resources.
- Develop innovation and creativity in professional practice and apply the knowledge and scientific professional practice and research.
- They design, advise , coordinate and evaluate programs and compensation measures of educational inequalities , analyze the needs and demands relating to the education of students in social disadvantage , family or staff , and those personal and social conditions that facilitate or hinder the teaching and student learning and adapting to the school environment .
- Perform the evaluation and assessment of students and determine sociopsicopedagogical the model and services most appropriate schooling .
- Diagnose , advise , prevent and intervene by encouraging the development and learning for people with special educational needs , learning disabilities and at risk of exclusion from education and / or social .
- They design, evaluate and adapt the teaching - learning coexistence models in different social , linguistic and cultural contexts in which to carry out its work.
- They work with the community in which they develop , implement and evaluate action plans to address economic , social, educational and employment and projects , services, policies and practices psychoeducational , responding to the needs of individuals, organizations and / or specific groups in collaboration with other professionals and social agents .
- Promote , organize and evaluate few counseling and intervention measures enable a better



involvement and training of families in the education of their children , and their participation and collaboration with schools and other institutions , both in the personal dimension , as in the developmental and / or social .

- Know, understand and critically assess educational policies and their ideological underpinnings , in national and international contexts advising and intervening in the design and execution of the same .
- Evaluate and diagnose learners in different aspects of development (skills , interests, personality , motivation) taking steps ordinary and extraordinary attention to diversity .Evaluate learning processes and human development , both normal and atypical , over the life cycle.Advise and collaborate with teachers to improve the teaching / learning.
- Collaborate with faculty in the performance of the teaching , tutorial and the organization of schools .

WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	39,00	100
Theory classes	39,00	100
Group work	31,00	100
Tutorials	12,00	100
TOTAL	121,00	

TEACHING METHODOLOGY

Participatory Master Lesson
Troubleshooting
Case Study
cooperative learning
Project Management
Study and student work to integrate the powers of the module
collaborative learning
Individualized attention and / or group
Final test of theoretical and practical

EVALUATION

The assessment of the acquisition of skills by students will be combining different types of information, related to the various activities that students will develop in the areas of the module. This may be done using various methods:



- a) Review, which will consist of the completion of an oral and / or written.
- b) Portfolios, which include various work done by the student.
- c) Class presentations of past work.
- d) Interviews with students.
- e) Participation in the various class activities and tutoring.

Each of these mechanisms will be assigned a value of the final grade according to the emphasis that will be reflected in the teaching guide for each course of the module.

The evaluation was performed independently for each of the subjects that make up the module.

REFERENCES

Basic

- - Rivas, F. (2003). Asesoramiento Vocacional. Teoría, práctica e instrumentación. Barcelona: Ariel.
- Rivas, F. (1988): Psicología Vocacional: Enfoques del Asesoramiento, Madrid, Morata.
- Rivas, F. Rocabert, E. y López, M. (2003): Sistema de Autoayuda y Asesoramiento Vocacional Revisado: SAAV-r. Madrid, EOS.