

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

Code	44453
Name	School policy and psychopedagogy
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2211 - M.D. in Psychopedagogy	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2211 - M.D. in Psychopedagogy	3 - Common training III	Obligatory

Coordination

Name	Department
PAYA RICO, ANDRES	120 - Comparative Education and History of Education

SUMMARY

“Political pupil and psychopedagogics” pursues by means of readings of scientific articles and the debate in small group-seminar, the development of the critical spirit and the political analysis of all those subjects or educational questions that affect to the educational system.

The politically based reflections, the critical analysis of the different pedagogical appearances and the cosmovision in political key of the educational phenomena, carry to develop the competition of the critical thought, necessary also for the exert professional of the psicopedagogo/to pupil.

The preparation and defense of a critical essay, subjective and reflexive, facilitates the work of thought and political and analytical introspection, thanks to the readings and understanding of the social and political dimensions of the education in his less visible appearances or tangible.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

2211 - M.D. in Psychopedagogy

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Mantener un comportamiento reflexivo y crítico ante la realidad social y educativa y favorecer los cambios, transformaciones e innovaciones que lleven a mejorar la calidad de vida individual y social.
- Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.
- Mejorar la calidad del ejercicio profesional y, en particular, la propia formación y desarrollar estrategias que faciliten la colaboración, la creación de redes, la implicación de los diferentes agentes educativos y/o sociales que participan en procesos psicoeducativos.
- Emitir informes técnicos, peritajes y auditorias relacionados con el puesto de trabajo y analizar, diseñar y promover procesos de enseñanza y aprendizaje mediante el uso de diferentes lenguajes, medios y recursos.
- Desarrollar la innovación y la creatividad en la práctica profesional y aplicar los conocimientos teóricos y los avances científicos a la práctica profesional y a la investigación.
- Diseñar, asesorar, coordinar y evaluar programas y medidas de compensación de las desigualdades educativas; analizar las necesidades y demandas referidas a la escolarización de alumnos en situación de desventaja social, familiar o personal, así como aquellas condiciones personales y sociales que faciliten o dificulten el proceso de enseñanza y aprendizaje del alumnado y su adaptación al ámbito escolar.



- Diagnosticar, asesorar, prevenir e intervenir a fin de favorecer el desarrollo y el aprendizaje en personas con necesidades educativas especiales, trastornos del aprendizaje y con riesgo de exclusión educativa y/o social.
- Diseñar, aplicar y evaluar programas, procesos, recursos y prácticas educativas dirigidas a cualquier persona o grupo social tomando en consideración su nivel de desarrollo, sus necesidades y limitaciones, así como los contextos multiculturales
- Diseñar, evaluar y adaptar procesos de enseñanza - aprendizaje a los modelos de convivencia en los distintos contextos sociales, lingüísticos y culturales en los que desempeñe su trabajo.
- Diseñar, implementar, coordinar y evaluar intervenciones y programas de orientación psicopedagógica sobre el proceso de enseñanza-aprendizaje, sobre la adaptación personal y social y sobre las salidas profesionales del alumnado.
- Desarrollar la capacidad de autoformación de las personas y la búsqueda de recursos para su desarrollo profesional a lo largo de la vida.
- Trabajar con la comunidad para desarrollar, implementar y evaluar planes de acción con miras de mejora económica, social, educativa y del empleo y proyectos, servicios, políticas y prácticas psicoeducativas, con el fin de dar respuesta a las necesidades de las personas, organizaciones y/o colectivos específicos en colaboración con otros profesionales y agentes sociales.
- Promover, organizar y evaluar cuantas medidas de asesoramiento e intervención posibiliten una mejor implicación y capacitación de las familias en la educación de sus hijos, así como su participación y colaboración con centros escolares y con otras instituciones, tanto en la dimensión personal, como en la evolutiva y/o la social.
- Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos
- Promover y/o colaborar en la implementación de los procesos de calidad, innovación y mejora de la educación, así como en la investigación sobre los mismos y asesorar y colaborar con el profesorado para la mejora de los procesos de enseñanza/aprendizaje.
- Reunir e interpretar datos relevantes para emitir juicios psicopedagógicos que incluyan una reflexión sobre cuestiones de índole social, científica o técnica.
- Usar las tecnologías de la información y la comunicación para obtener, elaborar y proporcionar información educativa y propia de las ocupaciones (bases de datos, programas informáticos).
- Conocer, comprender y valorar críticamente las políticas educativas y sus fundamentos ideológicos, en los contextos nacional e internacional a fin de poder asesorar e intervenir en el diseño y ejecución de las mismas.
- Evaluar y diagnosticar a los aprendices en los diferentes aspectos del desarrollo (aptitudes, intereses, personalidad, motivación....) con el objetivo de adoptar las medidas ordinarias y extraordinarias de atención a la diversidad.



- Evaluar procesos de desarrollo y aprendizaje humano, tanto normales como atípicos, a lo largo del ciclo vital.
- Que los estudiantes se impliquen de manera general y transversal, en la aplicación y defensa de todos los derechos fundamentales y democráticos, así como los principios de mejora social

LEARNING OUTCOMES

The/the students know to apply the knowledge purchased and his capacity of resolution of

problems in new surroundings or little known inside contexts wider (or multidisciplinary) related with his area of study.

- The/the students are able to integrate knowledge and confront to the complexity to formulate trials from an information that, being incomplete or limited, include reflections on the social and ethical responsibilities linked to the application of his knowledge and trials.

- The/the students know to communicate his conclusions –and the knowledge and reasons last that to skilled publics and no specialized of a clear way and without ambiguities.

- The/the students possess the skills of learning that allow them continue studying of



a
way that will have to be to a large extent autonomous.

-
They keep a reflexive behavior and critic in front of the social and educational reality and favour the

changes,
transformations and innovations that carry to improve the quality of individual and social life.

-
They act with professionalism and ethical behavior in the exert of his tasks.

-
They improve the quality of the professional exercise and, in particular, the own training and develop strategies

that
facilitate the collaboration, the creation of networks, the implication of the different educational agents

and/or
social that participate in processes educatives.



- They issue technical reports, related with the place of work and analyze,

design
and promote processes of education and learning by means of the use of
different languages,

means
and resources.

- They develop the innovation and the creativity in the professional practice and
apply the theoretical knowledge and the scientific advances to the professional
practice and to the investigation.

- They design, coordinate and evaluate programs and measures of compensation of
the educational inequalities; they analyze the needs and demands referred to
the school of students in situation of social disadvantage, familiar or
personal , as well as those personal and social conditions that facilitate or
hamper the process of education and learning of the and his adaptation to the
school field.

- They diagnose, warn and take part to end to favor the development and the
learning in

people
with special educational needs, disorders of the learning and with risk of
educational



exclusion
and/or social.

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They design, they apply and they evaluate programs, processes, resources and educational practices headed to any person or social group taking in consideration his level of development, his needs and limitations, as well as the contexts multiculturalists.

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They design, they evaluate and they adapt processes of education - learning to the models of in the distinct social contexts, linguistic and cultural in which it exert his work.

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They design, they implement, they coordinate and they evaluate interventions and programs of educative orientation on the process of education-learning, on the personal and social adaptation the professional exits.

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They develop the capacity of the people and the research of resources for his

professional
development along the life.

-
They work with the community to develop, implement and evaluate plans of action with look



of economic improvement, social, educational and of the employment and projects, services, political and practical educative, with the end to give answer to the needs of the people, organizations and/or specific communities in collaboration with other professionals and social agents.

- They promote, they organize and they evaluate those that measured of advice and intervention make possible a better implication and qualification of the families in the education of his children, as well as his participation and collaboration with school centers and with other institutions, so much in the personal dimension, as in the evolutionary and/or the social.

- They collaborate with the professorate in the exert of the educational function, *tutorial and in the one of organization of the educational centers and collaborate with him in the design of procedures and instruments of evaluation, so much of the learnings, as of the same process of education, as well as in technicians of dynamics and handle of group, resolution of conflicts, school and promotion of the democratic values.

- They gather and they interpret notable data to issue trials educative that include a reflection on questions of social, scientific or technical.

- They do use of the technologies of the information and the communication to obtain, elaborate and



provide
educational and own information of the occupations (databases, computer

programs).

-
They know, they comprise and they value the educational politics and his ideological foundations, in the national and international contexts to end to be able to assure and take part in the design and execution of the same.

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They evaluate and it diagnoses to the different appearances of the development (aptitudes, interests, personality, motivation....) With the aim to adopt the ordinary and extraordinary measures of attention to the diversity.

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They evaluate processes of development and human learning, so much normal like atypical, along the vital cycle.

- Assuring And collaborate with the teachers for the improvement of the processes of education/learning.

DESCRIPTION OF CONTENTS

1. School and political participation

In this block of content we talk on all the appearances of the school participation: concept and types of participation, obstacles and difficulties, spaces and agents of participation, strategies and training for the participation, etc.

**2. School failure, social and political exclusion of inclusive education**

In this block of content we talk about the the school failure tied to the educational performance and/or the school success, as well as to the social exclusion like consequence of the same and the proposal of an education and inclusive society that pursue a training of all and for all, of quality, equity and just social and pedagogical speaking.

3. School politics and Neoliberalism

In this block of content we think about the paper of the State and the market in the education of a global world marked by the political New liberal and Conservative. The freedom of education and the right to the education, like arguments in a dual school and competitive that looks for the professional insertion and the market of the education, in front of other aims of terms more social and pedagogical.

WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	9,00	100
Group work	7,00	100
Theory classes	4,00	100
Tutorials	2,00	100
Development of individual work	15,00	0
Study and independent work	10,00	0
Readings supplementary material	15,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	72,00	

TEACHING METHODOLOGY

The educational methodologies employees in the module are: the masterclasses, the debate-collective seminar, the readings of scientific articles on school politics and psychopedagogics, as well as the realization of a critical and reflexive essay on an appearance social of the school and/or the education.

EVALUATION



The evaluation will be continuous and for the final qualification will take into account the assistance and active participation in the seminars of class (15%), as well as the essay or brief work of individual investigation (85%).

REFERENCES

Basic

- Referència b1: ORAISÓN, María Mercedes y PÉREZ, Ana María (2006) Escuela y participación: el difícil camino de la construcción de ciudadanía en Revista Iberoamericana de educación, Nº 42, 2006, págs. 15-30
- Referència b2: ESCUDERO MUÑOZ, Juan Manuel (2005) Fracaso escolar, exclusión educativa ¿De qué se excluye y cómo? en Profesorado, revista de currículum y formación del profesorado, 1, (1), 2005.
- Referència b3: VIÑAO FRAGO, Antonio (2012) El desmantelamiento del derecho a la educación: discursos y estrategias neoconservadoras en Áreas. Revista Internacional de Ciencias Sociales nº 31, p. 97-107

Additional

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