

## 63326 - Educational Guide Professional Development

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 63326 - Educational Guide Professional Development

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 - Master's Degree in Teaching Compulsory Secondary Education  
604 -

**ECTS:** 6.0

**Year:** 1

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

This subject aims that students initially build a professional identity as an educational counsellor based on three specific objectives: 1) To know and analyse the complex competencies necessary for a quality professional performance, with a particular emphasis on the communicative competence; 2) To analyse and manage the dilemmas of professional practice from the ethical references of the profession; and 3) To contrast and evaluate emerging theories and models to position oneself in a narrative that allows facing the challenges of the educational counsellor in the 21st century.

These approaches and objectives are aligned with the Sustainable Development Goals (SDGs) of the 2030 Agenda of United Nations (<https://www.un.org/sustainabledevelopment/es/>), insofar as the educational guidance and evaluation processes of the tutorial action guarantee quality education (goal 4) in an ethical and programmatic sense (goals 5 and 10).

### 2. Learning results

1. To know the references for the initial construction of a narrative adapted to the emerging challenges of guidance in the educational communities
2. To critically understand the institutional and professional knowledge and resources available for a professional development as an educational counsellor of the 21st century
3. To adequately analyse and manage conflicts and dilemmas of professional practice from the ethical references of the educational guidance
4. To design a career and assess an effective action plan based on complex competencies for informed professional self-determination

### 3. Syllabus

Topic 1. The professional identity of the educational counsellor from a cultural perspective: discourses and resources

Topic 2. Ethical-professional dilemmas: current challenges of educational guidance

Topic 3. From professional-institutional competencies to complex competencies: balance and professional self-determination

Topic 4. Emerging Approaches and Models for Professional Development

Topic 5. The career design of the educational guidance professional

### 4. Academic activities

#### Face-to-face activities

- Participation in theoretical and practical activities: 60 hours
- Follow-up of assignments, academic tutorials and evaluation tests: 8 hours

#### Non-face-to-face activities

- Performance of work: 22 hours
- Autonomous study and work (individual and in teams): 60 hours

Intentional dialogue is a basic principle of the teaching process. The evidence of student learning reflects the dialogic construction of knowledge. Some facilitating teaching strategies include the following: 1) cooperative work among peers; 2) case studies; 3) readings and text commentaries; 4) presentation of the course syllabus; and 5) study.

### 5. Assessment system

**Continuous assessment**

It will consist of the development of an evaluation portfolio composed of the following learning products:

- 1) Case studies: ethical dilemmas and professional competencies [weighting: 20%]
- 2) Professional project: exploration, self-determination and action plan [weighting: 30%]
- 3) Class journal: treatment of readings, recapitulation of minimum contents and expositions, and documented participation [weighting: 40%]
- 4) Oral presentation of the portfolio [weighting: 10%]

The learning products will be delivered during the subject. The presentation of the evaluation portfolio will take place at the end of the continuous evaluation.

The evaluation criteria will be formal correctness, grounding in the disciplinary field, coherence and relevance with the ethical principles and the challenges of professional practice, involvement in teaching-learning activities and adequacy of communicative competence

Passing the subject will require that all learning products are passed.

**Overall assessment**

It will consist of a two-part written examination:

- A) Test on the conceptual contents of the subject syllabus [weighting 50%]
- B) Practical case or case study. It will be similar to the learning products in the assessment portfolio [weighting 50%]

The evaluation criteria will be the same as those contemplated for the evaluation portfolio.

Passing the subject will require passing both parts of the exam. The second call will be developed by global evaluation.

**Fifth and sixth calls**

The students involved should be aware that their evaluation is being conducted in front of a board of examiners. They may also opt to take the test together with the rest of the reference group. In all cases, the same general requirements and evaluation criteria will be applied.

**Warning**

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.