

# Advanced Master's Degree Educational and Vocational Guidance





## Advanced Master's Degree Educational and Vocational Guidance

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/pk/education/advanced-master-degree/advanced-master-degree-educational-vocational-guidance](http://www.techtute.com/pk/education/advanced-master-degree/advanced-master-degree-educational-vocational-guidance)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Skills

---

*p. 14*

04

Course Management

---

*p. 20*

05

Structure and Content

---

*p. 24*

06

Methodology

---

*p. 62*

07

Certificate

---

*p. 70*

# 01

# Introduction

Teaching has become a pillar of society that prepares young people to face the future. Making a decision about future employment can be a stress factor, so they should have the right advice to ensure that they evaluate all their options correctly. In this sense, a program has been created to train teachers in the last school cycle to guide their students in a reflective process that incorporates their desires and aptitudes in the process of choosing a career or future profession.





“

*Effectively manage international orientation environments with a broader vision”*



Making decisions on an individualized basis requires an approach focused on the capabilities and aptitudes of the person being targeted. Nowadays, young people are less and less familiar with the world of work, so it is important to have professionals capable of showing them and guiding them through all the options that may be presented to them. This is critical in developing skills that will prepare them for the future.

Likewise, it is of vital importance to evaluate socioeconomic differences, disabilities or differences in learning, in order to address with special interest a unique model to help in this pre-university stage. It is best that this process be done in a simple manner so as not to overwhelm adolescents who do not know what decision to make.

This program is intended to show teachers how to apply their knowledge and understanding through problem-solving skills in new, unfamiliar environments within broader (multidisciplinary) concepts, to the practice of teaching in different secondary schools and related environments. Likewise, different knowledge will be sought in order to face the complexity of the teaching profession in secondary education; to reflect and make judgments in school and family environments on the social and ethical responsibility of this profession as a basis for correct decision making.

As the program progresses, teaching professionals will be able to understand the different approaches to guidance and apply them to all developmental stages. It is also expected to develop the tools for organizing ideas and motivational arguments, obtain results in students, lay the foundations for leadership and creativity, foster collaborative work and improve their communication results.

All the content is available in a 100% online modality that provides the student with the ease of being able to study it comfortably, wherever and whenever they want. All you need is a device with internet access to take your career one step further. A modality according to the current times with all the guarantees to position the professional in a highly demanded sector.

This **Advanced Master's Degree in Educational and Vocational Guidance** contains the most comprehensive and up-to-date course on the university scene. The most important features include:

- ♦ Development of case studies presented by expert teachers in professional and vocational guidance
- ♦ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies for management in audiovisual industry
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Establish an effective methodology for individual and group detection of personality variables, abilities, values and talents as a basis for choice"*

“

*Evaluate the advantages and disadvantages of models in other countries to adapt them to your professional reality"*

Its teaching staff includes professionals from the field of journalism, who bring to this program the experience of their work, as well as renowned specialists from reference societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise during the academic year. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

*Effectively manage international orientation environments with a broader vision"*

*Detect the weaknesses, threats, strengths and opportunities of the new orientation models that may arise in the future"*



# 02

# Objectives

For this Advanced Master's Degree, a program has been designed that seeks to guide the development of students, with the mission of offering learning that drives excellence. In this sense, a series of general and specific objectives have been established that will accompany future graduates at all times. This will provide a new vision of professional and vocational guidance focused on the individual, enhancing the role of the counselor as a facilitator of the transition to the current labor market.







“

*Performs the functions of tutoring and mentoring students in a collaborative and coordinated manner”*



## General Objectives

---

- ◆ Provide future teachers with the acquisition of specialized training that will increase their performance level and update their knowledge in teaching in compulsory secondary education
- ◆ Acquire the necessary knowledge to act as a support for students' decision making regarding their vocation and vocational orientation
- ◆ Act appropriately in the different personal contexts of the student body
- ◆ Know the most effective and useful orientation strategies



*Acquire an international perspective on guidance to implement innovative models"*







## Specific Objectives

---

- ◆ Possess and understand knowledge that provides them with a basis or opportunity to be original in the development and application of ideas in the context of creating educational content
- ◆ Be able to apply their knowledge and understanding through problem-solving skills in new, unfamiliar environments within broader (multidisciplinary) concepts, to the practice of teaching in different secondary schools and related environments
- ◆ Integrate the different knowledge acquired throughout the Advanced Master's Degree, to face the complexity of the teaching profession in secondary education; to reflect and make judgments in school and family environments on the social and ethical responsibility of this profession as a basis for correct decision making
- ◆ Know how to communicate conclusions to specialized and non-specialized audiences, students, families and professionals related to education, in a clear and unambiguous manner
- ◆ Develop the learning skills that will enable them to continue studying and training as teachers in an autonomous and team-based manner
- ◆ Apply the knowledge acquired and their ability to solve broader (or multidisciplinary) problems related to their area of study
- ◆ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments

- ♦ Communicate its conclusions and the ultimate knowledge and rationale behind them to specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- ♦ Study the concept of educational guidance
- ♦ Present the fields of action of educational guidance
- ♦ Know the role of the educational psychologist in the guidance department
- ♦ Explain the role of the counselor in tutorial action
- ♦ Show the main social and personal situations that have an impact on school coexistence
- ♦ Identify the resources and strategies for the management of coexistence at the school
- ♦ Provide tools for the orientation of students who are promoted from kindergarten to elementary school and from elementary school to secondary school
- ♦ Provide tools for vocational guidance to students who finish secondary school and enter post-compulsory studies
- ♦ Show the processes of educational guidance and psycho-pedagogical counseling in the educational system
- ♦ Know the areas and strategies of psycho-pedagogical counseling
- ♦ Expose techniques and instruments of psycho-pedagogical diagnosis
- ♦ Explain the collaborative work of the counselor with teachers and members of the school community
- ♦ Identify the models of psycho-pedagogical intervention in guidance
- ♦ Provide tools for academic and professional orientation
- ♦ Provide tools for the prevention of violence and bullying in schools
- ♦ Present the strategies and the script for conducting the psycho-pedagogical evaluation
- ♦ Show a historical approach to diversity and education
- ♦ Comment on the principles of prevention
- ♦ Expose the models of intervention in educational guidance
- ♦ Present the information collection procedures
- ♦ Know, detect and identify students with high abilities
- ♦ Understand the importance of mentoring: shared and/or peer-to-peer
- ♦ Detail strategies for psycho-pedagogical evaluation
- ♦ Explain the content of the Guidance and Tutorial Action Plan
- ♦ Discuss the concepts of educational innovation, change, reform and educational improvement
- ♦ Know the areas of innovation in the educational context
- ♦ Show process models to generate educational innovation
- ♦ Expose the components for the design of an intervention project for educational improvement

- ♦ Strategies and resources for the assessment of educational innovation and improvement projects
- ♦ Present shared teaching as a strategy for learning improvement
- ♦ Provide strategies to guide evaluation towards learning
- ♦ List the functions of educational research
- ♦ Provide education professionals with the practical tools, social skills and techniques that will enable them to resolve these situations and prevent behavioral and disciplinary problems
- ♦ Develop strategies for the prevention and peaceful resolution of conflicts
- ♦ Understand overexcitability and its likely incidence in high abilities
- ♦ Differentiate between the types of overexcitability and their manifestations
- ♦ Understand divergent thinking and creativity as a differentiating feature
- ♦ Review practical cases in which specific educational needs derived from high capacity are met
- ♦ Identify successful educational responses based on the analysis of cases of specific educational needs
- ♦ Learn about the intervention focused on the improvement of self-esteem and self-knowledge of the individual
- ♦ Define the principles of neuroeducation
- ♦ Explain the main neuromyths.
- ♦ Explain strategies for early stimulation and interventions.
- ♦ Define the theory of attention.
- ♦ Explain emotion from a neurological point of view.
- ♦ Explain learning from a neurological point of view.
- ♦ Explain memory from a neurological point of view.
- ♦ Communicate effectively with all members of the classroom
- ♦ Use images and videos as support material in the classroom
- ♦ Know how to solve communication problems
- ♦ Give a new vision of professional and vocational guidance focused on the individual
- ♦ Train in the latest classroom trends in vocational and career guidance with effective and practical resources
- ♦ Enhance the role of the guidance counselor as a facilitator of the transition to the current labor market
- ♦ Train in various inclusion techniques for different individual profiles
- ♦ Promote the use and knowledge of ICTs in the centers
- ♦ Awaken in the student the sensitivity towards a new guidance model based on successful cases both in organizational aspects and classroom implementation



# 03 Skills

Going through the program of the Advanced Master's Degree in Educational and Vocational Guidance will allow professionals to acquire the skills and strategies they need to face the challenges of their daily practice. After passing each module, you will have a greater understanding of the value of the new counseling models as well as the knowledge to manage the emotions of the children in your care. All this will guarantee a quality and updated praxis in the most innovative didactic methodologies.





“

*Studying this program will allow you to design and develop learning spaces with special attention to equity”*



## General Skills

---

- ♦ Know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge about the respective teaching and learning processes For vocational training, knowledge of the respective professions will be included
- ♦ Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competencies of the respective courses, taking into account the level and previous training of the students, as well as their orientation, both individually and in collaboration with other teachers and professionals of the center
- ♦ Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects of the specialization studied
- ♦ Determine the curriculum to be implemented in a school by participating in its collective planning; develop and apply didactic methodologies, both group and personalized, adapted to the diversity of students
- ♦ Design and develop learning spaces with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision making and the construction of a sustainable future
- ♦ Acquire strategies to stimulate student effort and promote their ability to learn on their own and with others, and develop thinking and decision-making skills that facilitate personal autonomy, confidence and initiative
- ♦ Know the processes of interaction and communication in the classroom, master the social skills and abilities necessary to promote learning and coexistence in the classroom, and address discipline and conflict resolution problems
- ♦ Design and carry out formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located; develop the functions of tutoring and guidance of students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of the teaching and learning processes
- ♦ Know the regulations and institutional organization of the educational system and quality improvement models applicable to educational centers
- ♦ Know and analyze the historical characteristics of the teaching profession, its current situation, perspectives and interrelation with the social reality of each era
- ♦ Inform and advise families about the teaching and learning process and about the personal, academic and professional orientation of their children
- ♦ Assess and implement new guidance models
- ♦ Develop an individual and group vocational guidance program in an educational institution
- ♦ Provide career guidance to vocational, middle and high school students
- ♦ Apply effective and innovative ICT in the classroom and with students
- ♦ Develop students' emotional intelligence applied to their evolutionary stage to improve their labor integration and personal maturity
- ♦ Understand, develop and assess employability skills in youth in any educational setting
- ♦ Integrate with useful and effective tools in the educational centers of your choice with the role of counselor in any field of action
- ♦ Provide strategies for intervention in the face of diversity
- ♦ Contribute with different resources, advice and guidance to the labor integration of its students



## Specific Skills

---

- ◆ Know the characteristics of the students, their social contexts and motivations
- ◆ Understand the personality development of these students and possible dysfunctions affecting learning
- ◆ Develop proposals based on the acquisition of knowledge, skills and intellectual and emotional aptitudes
- ◆ Identify and plan the resolution of educational situations that affect students with different abilities and learning paces
- ◆ Know the processes of interaction and communication in the classroom and in the center, address and solve possible problems
- ◆ Know the historical evolution of the educational system in our country
- ◆ Know and apply resources and strategies for information, tutoring, and academic and professional orientation
- ◆ Promote actions for emotional education in values and citizenship training
- ◆ Participate in the definition of the educational project and in the general activities of the center in accordance with criteria of quality improvement, attention to diversity, prevention of learning and coexistence problems
- ◆ Relate education to the environment and to understand the educational role of the family and the community, both in the acquisition of skills and learning and in education in respect for rights and freedoms, in equal rights and opportunities between men and women and in equal treatment and non-discrimination of persons with disabilities
- ◆ Know the historical evolution of the family, its different types and the incidence of the family context in education
- ◆ Acquire social skills in family relations and orientation
- ◆ Know the educational and cultural value of the subjects corresponding to the specialization and the contents of the respective courses
- ◆ Know the history and recent developments of the subjects and their perspectives in order to be able to transmit a dynamic vision of them
- ◆ Know the contexts and situations in which the different curricular contents are used or applied
- ◆ In the case of psycho-pedagogical and professional orientation, to know the processes and resources for the prevention of learning and coexistence problems, the evaluation processes and academic and professional orientation
- ◆ Know the theoretical and practical developments in the teaching and learning of the subjects corresponding to the specialization
- ◆ Transforming curricula into activity and work program
- ◆ Acquire criteria for the selection and elaboration of educational materials
- ◆ Foster a climate that facilitates learning and values student contributions
- ◆ Integrate audiovisual communication and multimedia training in the teaching and learning process
- ◆ Know evaluation strategies and techniques and to understand evaluation as an instrument for regulating and stimulating effort
- ◆ Know and apply innovative teaching proposals in the field of the specialization studied
- ◆ Critically analyze the performance of teaching, good practices and guidance using quality indicators

- ◆ Identify problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions
- ◆ Know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects
- ◆ Acquire experience in the planning, teaching and evaluation of the subjects corresponding to the specialization
- ◆ Master the social skills and abilities necessary to foster a climate that facilitates learning and coexistence
- ◆ Participate in improvement proposals in the different areas of action based on reflection based on practice
- ◆ Summarize the training acquired throughout all the courses described above and demonstrate the acquisition of the competences of the other subjects
- ◆ Know the psycho-pedagogical characteristics of the students in order to be able to evaluate them and issue the required reports
- ◆ Know the measures of attention to diversity that can be adopted in order to be able to provide the necessary advice in each case
- ◆ Analyze the organization and functioning of a center to coordinate the personal, academic and professional orientation of students in collaboration with the members of the school community
- ◆ Develop the necessary skills and techniques to be able to adequately advise families about their children's development and learning process
- ◆ Identify public services and community entities with which the center can collaborate and promote and plan, in collaboration with the management team, the necessary actions for a better attention of the students
- ◆ Understand the different approaches to counseling and apply them to all stages of development
- ◆ Develop different programs addressing vocational, educational and professional aspects
- ◆ Adapt your work as a counselor to the current labor market
- ◆ Organize vocational and professional orientation within the school environment
- ◆ Break down and propose in the centers the functions of guidance professionals, especially those related to vocational and professional guidance
- ◆ Design the academic and professional orientation within the school and evaluate with an open vision the contributions from the outside to its programs
- ◆ Evaluate the effectiveness of professional and vocational guidance actions in the center
- ◆ Acquire an international perspective of guidance to implement innovative models
- ◆ Evaluate the advantages and disadvantages of models in other countries to adapt them to your professional reality
- ◆ Manage effectively in international guidance environments with a broader vision
- ◆ Detect the weaknesses, threats, strengths and opportunities of the new guidance models that may arise in the future
- ◆ Help to establish balanced relationships with the environment
- ◆ Develop the recognition, understanding and management of the child's/adolescent's own emotions in the classroom
- ◆ Design an individual and classroom emotional management plan
- ◆ Apply and provide other professionals as tutors with classroom resources for managing emotions in adolescents
- ◆ Recognizing the key factors for employability





- ◆ Develop tools for the organization of ideas and motivational arguments, obtain results in students, lay the foundations for leadership and creativity, encourage collaborative work and improve their communication results
- ◆ Differentiate knowledge and competence and transfer it to the classroom by recognizing key competencies and how students can acquire them
- ◆ Know and show students the business structures and general idiosyncrasies of organizations so that they can recognize new business models
- ◆ Teaching to make decisions based on self-knowledge
- ◆ Establish an effective methodology for individual and group detection of personality variables, abilities, values and talents as a basis for choice
- ◆ Guiding students in their weaknesses and strengths
- ◆ Reproduce the C.C.P. model in the classroom and individually in its first phase: heart
- ◆ Guide in the search for information on the most important external variables in vocational decision making
- ◆ Implement a sequential form of research with concrete and reliable resources to ensure results
- ◆ Tutor, individually or in groups, the collection of information and the integration of this information in the decision-making process
- ◆ Motivate and convey to students the importance of accompanying academic options with other variables necessary to obtain their first job

# 04

# Course Management

By guaranteeing the excellence of its students, TECH ensures that it has a group of experts who design a program focused on excellence and that meets the demands of the professional field. In this sense, the syllabus was devised by different professionals, who contribute all their academic and work experience to the development of the students' professional profile. In addition, another group of experts are also involved, focusing on areas related to those of the syllabus, to guarantee a complete and multidisciplinary experience.





“

*It has a group of experts that will allow you to master the skills and social skills necessary to foster a climate that facilitates learning and coexistence”*



## Management



### Ms. Barboyón Combey, Laura

- ◆ Doctor in Education
- ◆ Pre-doctoral studies at the Department of Theory of Education of the Faculty of Philosophy and Educational Sciences of the University of Valencia.
- ◆ Master in Psychopedagogy, in Social and Community Itinerary, by the University of Valencia.
- ◆ Degree in Primary Education with Qualifying Program of Teaching English as a Second Language (TESL) from San Vicente Mártir Catholic University of Valencia.
- ◆ Director of the Master's Degree in Teacher Training for Compulsory Secondary Education and High School, Vocational Training and Language Teaching at TECH-Technological University



### Ms. García Camarena, Carmen

- ◆ Manager of Step by Step, a vocational guidance company for all professional stages, creator of a methodology adapted to the secondary and high school stages.
- ◆ Experience in HR Management in the areas of training, selection, recruitment and talent and career management in SMEs and McDonald's Spanish systems.
- ◆ Psychologist and holder of a Master's Degree in Business Management, CAP by the University Alfonso X el Sabio in the specialty of F.O.L and Master in HR and group techniques.

## Co-Direction



### Dr. Jiménez Romero, Yolanda

- ◆ Advisor and Collaborator in Aula Salud E-Learning Educational Projects, Director and Author of different online Educational Masters.
- ◆ Author of the book "Neurolinguistic Programming and Brain Hemispheres as Learning Tools" Editorial Siníndice
- ◆ Educational psychologist
- ◆ Primary School Teacher with a specialization in English
- ◆ Educational psychologist
- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ Master's Degree in Emotional Intelligence
- ◆ Neurolinguistic Programming Practitioner

## Professors

### Mr. Maroto, José María

- ◆ Computer Engineer
- ◆ Consultant specialized in Coaching, Change Management, Motivation, Intelligence, etc.
- ◆ Emotional and Leadership. Professor specialized in Innovation and Bigdata processes.
- ◆ Learning expert lecturer and writer of articles and publications related to his areas of expertise

### Ms. Ruiz de Morales Ayudarte, Ruth Maria

- ◆ Occupational Therapist, Occupational Trainer
- ◆ Specialist in Bioneuroemotion and emotional management processes.
- ◆ Expert in Personal and Business Solution Management
- ◆ Street educator, with population in difficult situations.
- ◆ Participant of the Inter-University Congress on Organization of Educational Institutions and Adapted Education.



05

# Structure and Content

This program has been designed with the purpose of developing tools for the organization of ideas and motivational arguments, obtaining results in students, laying the foundations for leadership and creativity, encouraging collaborative work and improving their communication results. All this will be developed in each learning module in a didactic and practical way, for the sake of its application at international level, incorporating all the fields of work involved in the development of the professional in this type of work environment.





“

*Teach your students to make decisions based on self-knowledge by following a program focused on teacher development”*

## Module 1. Learning and Personality Development

- 1.1. Introduction: Relationship between Learning and Development, Education and Culture
  - 1.1.1. Introduction
  - 1.1.2. The Common Concept of Psychological Development
  - 1.1.3. An Alternative to the Common Concept of Psychological Development: The Social and Cultural Nature of Development
  - 1.1.4. The Role of Education in Psychological Development
  - 1.1.5. Schooling as an Essential Context for Psychological Development
  - 1.1.6. Essential Social Factors in Learning
  - 1.1.7. Stages of Development
  - 1.1.8. Key Development Processes
- 1.2. Conceptions of Learning and Learner Development
  - 1.2.1. Concept of Learning
  - 1.2.2. Main Theories of Learning and Development
    - 1.2.2.1. Theories of Psychoanalysis
      - 1.2.2.1.1. Freud's Theory
      - 1.2.2.1.2. Erikson's Psychosocial Theory
    - 1.2.2.2. Behavioral Theories
      - 1.2.2.2.1. Pavlov's Classical Conditioning Theory
      - 1.2.2.2.2. Skinner's Operating Conditioning Theory
    - 1.2.2.3. Cognitive Theories
      - 1.2.2.3.1. Information Processing Theory
        - 1.2.2.3.1.1. Robert Gagné Instructional Theory
      - 1.2.2.3.2. Constructivism
        - 1.2.2.3.2.1. D. Ausubel's Theory of Verbal-meaningful Learning
        - 1.2.2.3.2.2. Genetic Epistemology of Jean Piaget
        - 1.2.2.3.2.3. Lev Vygotsky Cognitive's Sociocultural Theory
        - 1.2.2.3.2.4. Jerome Bruner Discovery Learning
    - 1.2.2.4. Socio-Cognitive Theories
      - 1.2.2.4.1. Bandura's Cognitive-Social Theory
- 1.3. Characterization of the Adolescent Stage: Physical and Sexual Development
  - 1.3.1. Puberty and Adolescence
    - 1.3.1.1. Puberty
    - 1.3.1.2. Adolescence
  - 1.3.2. Psychological Effects of Puberty
  - 1.3.3. Early Developing Adolescents and Late Developing Adolescents
    - 1.3.3.1. Precocious Puberty
    - 1.3.3.2. Delayed Puberty
  - 1.3.4. Changing Patterns of Sexual Behavior
  - 1.3.5. The Context and Timing of Adolescent Sexual Behavior
  - 1.3.6. Love Affair and Intimacy
- 1.4. Psychological Dimensions Related to School Learning: Social and Moral Development
  - 1.4.1. Main Socializing Agents
    - 1.4.1.1. The Family
      - 1.4.1.1.1. Concept of Family
      - 1.4.1.1.2. The Adolescent and their Family
    - 1.4.1.2. Peer Group
    - 1.4.1.3. The Educational Center
    - 1.4.1.4. The Media
  - 1.4.2. The Risks of Social Networks
  - 1.4.3. Development of Moral Concepts Various Theoretical Models
    - 1.4.3.1. Piaget
    - 1.4.3.2. Kohlberg
  - 1.4.4. Factors Influencing Adolescent Moral Development
    - 1.4.4.1. Differences Between Genders
    - 1.4.4.2. Intelligence.
    - 1.4.4.3. Home
    - 1.4.4.4. Friendships
- 1.5. Psychological Dimensions Related to School Learning: Intelligence
  - 1.5.1. The Advent of Formal Thinking
    - 1.5.1.1. The Characteristics of Formal Thinking
    - 1.5.1.2. Hypothetico-Deductive Thinking and Propositional Reasoning

- 1.5.2. Criticism of Piaget's View
- 1.5.3. Cognitive Changes
  - 1.5.3.1. Memory Development
    - 1.5.3.1.1. Sensory Storage
    - 1.5.3.1.2. Short-Term Memory (STM)
    - 1.5.3.1.3. Long-Term Memory (LTM)
  - 1.5.3.2. The Development of Memory Strategies
  - 1.5.3.3. The Development of Metacognition
    - 1.5.3.3.1. Knowledge and Metacognitive Control
    - 1.5.3.3.2. The Changes in Metacognitive Processes
- 1.5.4. Intelligence
  - 1.5.4.1. Cattell's Fluid and Crystallized Intelligence
  - 1.5.4.2. Sternberg's Triarchic Theory
  - 1.5.4.3. Gardner's Multiple Intelligences
  - 1.5.4.4. Goleman's Emotional Intelligence
  - 1.5.4.5. Wechsler Scales
- 1.6. Psychological Dimensions Related to School Learning: Identity, Self-Concept and Motivation
  - 1.6.1. Self-Concept
    - 1.6.1.1. Definition of Self-Concept
    - 1.6.1.2. Factors Associated with Self-Concept Development
  - 1.6.2. Self-esteem
  - 1.6.3. Theoretical Approaches for the Development of Identity
    - 1.6.3.1. Different Ways of Elaborating Identity
  - 1.6.4. Motivation and Learning
- 1.7. The Teaching-Learning Process in Adolescence: General Principles
  - 1.7.1. Ausubel's Theory of Significant Verbal Learning
    - 1.7.1.1. Types of Learning in the School Context
    - 1.7.1.2. What is Already Known and the Desire to Learn: Conditions for the Construction of Meaning
    - 1.7.1.3. The Processes of Assimilation of New Contents
    - 1.7.1.4. A Review of the Theory Thirty Years Later
  - 1.7.2. Knowledge Construction Processes: The Constructivist Theory of Teaching and Learning
    - 1.7.2.1. School Education: A Social and Socializing Practice
    - 1.7.2.2. The Construction of Knowledge in the School Context: The Interactive Triangle
    - 1.7.2.3. The Processes of Knowledge Construction and the Mechanisms of Educational Influence
  - 1.7.3. Why Do Only Humans Have Teaching?
- 1.8. The Teaching-Learning Process in Adolescence: Knowledge Construction in the Classroom and Teacher/Student Interaction
  - 1.8.1. Teacher Effectiveness
  - 1.8.2. Teaching Styles
  - 1.8.3. Teaching Models
  - 1.8.4. The Teacher's Role
  - 1.8.5. Teacher's Expectations of the Student
- 1.9. The Teaching-Learning Process in Adolescence Processes of Knowledge Construction and Peer-to-Peer Interaction
  - 1.9.1. Peer Interaction and Cognitive Development
  - 1.9.2. Cooperative Learning
    - 1.9.2.1. The Use of Cooperative Learning as a Teaching Method
- 1.10. Attention to Diversity and Educational Needs in the Adolescence Stage
  - 1.10.1. Historical Notes
  - 1.10.2. The Warnock Report
  - 1.10.3. The Concept of Special Educational Needs
  - 1.10.4. The Causes of Special Educational Needs
  - 1.10.5. Classification of Special Educational Needs
  - 1.10.6. Learning Difficulties Derived from Motor, Visual and Hearing Impairment Educational Intervention
  - 1.10.7. Learning Difficulties Derived from Autism (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Intellectual Disability and High Abilities Educational Intervention
  - 1.10.8. Behavioral Disorders in Childhood and Adolescence
    - 1.10.8.1. Epidemiology and Risk Factors in Behavioral Disorders
    - 1.10.8.2. Clinic and Forms of Presentation



- 1.10.9. Main Manifestations of Behavioral Disorders
  - 1.10.9.1. Attention Deficit Hyperactivity Disorder (ADHD)
  - 1.10.9.2. Dissocial Disorder (DD)
  - 1.10.9.3. Negativistic Defiant Disorder (NDD)
- 1.10.10. An Example of an Instrument to Detect Behavioral Disorders in the Classroom
- 1.10.11. Proposals for Therapeutic Intervention in the Classroom
  - 1.10.11.1. Attention Deficit Hyperactivity Disorder (ADHD)
  - 1.10.11.2. Negative Defiant Disorder (NDD) and Dissocial Disorder (TD)
- 1.11. Relationships in Adolescence and Conflict Management in the Classroom
  - 1.11.1. What is Mediation?
    - 1.11.1.1. Types of Mediation
      - 1.11.1.1.1. School Mediation
      - 1.11.1.1.2. Family Mediation
    - 1.11.1.2. Insight Theory
    - 1.11.1.3. The Enneagram
  - 1.11.2. Strengths and Weaknesses in the Implementation of a Mediation Program
- 1.12. Principle of Personalized Education and Forms of Action
  - 1.12.1. Historic Evolution of Special Education
    - 1.12.1.1. The Organization of the United Nations (UN)
    - 1.12.1.2. The Universal Declaration of Human Rights (UDHR)
  - 1.12.2. The Localization Dilemma
  - 1.12.3. Educational Inclusion
  - 1.12.4. The Differences Dilemma
  - 1.12.5. Personalized Education
  - 1.12.6. Personal Learning Design
  - 1.12.7. Conclusions
    - 1.12.7.1. Learning by Doing





## Module 2. Society, Family and Education

- 2.1. The Guidance Function of the Education Center
  - 2.1.1. Educational Guidance
    - 2.1.1.1. Introduction
    - 2.1.1.2. Concept of Educational Guidance
    - 2.1.1.3. Guidance Functions in the Educational Center
    - 2.1.1.4. Origin of Educational Guidance
    - 2.1.1.5. Areas of Intervention
      - 2.1.1.5.1. Professional Guidance
      - 2.1.1.5.2. Development Guidance
      - 2.1.1.5.3. School Guidance
      - 2.1.1.5.4. Guidance in the Attention to Diversity
    - 2.1.1.6. Intervention Models
      - 2.1.1.6.1. Counseling Model
      - 2.1.1.6.2. Service Model
      - 2.1.1.6.3. Program Model
      - 2.1.1.6.4. Consultation Model
      - 2.1.1.6.5. Technological Model
  - 2.1.2. Principles of Guidance Action
- 2.2. The Tutor-Teacher and Tutorial Action
  - 2.2.1. The Tutor's Profile and Competencies
  - 2.2.2. The Tutorial Action
  - 2.2.3. The Guidance Department
    - 2.2.3.1. Organization of the Guidance Department
    - 2.2.3.2. Composition of the Guidance Department
    - 2.2.3.3. Functions of the Guidance Department
    - 2.2.3.4. Functions of the Members of the Guidance Department
      - 2.2.3.4.1. From the Head of the Guidance Department
      - 2.2.3.4.2. Supporting Teachers
      - 2.2.3.4.3. Therapeutic Pedagogy and Hearing and Speech Teachers
      - 2.2.3.4.4. From the Training and Vocational Guidance Teacher
  - 2.2.4. Guidance and Tutorial Action in Vocational Training
  - 2.2.5. Holland's Typological Model
- 2.3. Tutorial Action Tools
  - 2.3.1. Introduction
  - 2.3.2. The Tutorial Action Plan (TAP)
    - 2.3.2.1. Modalities of Autonomy
      - 2.3.2.1.1. Pedagogical Autonomy
      - 2.3.2.1.2. Management Autonomy
      - 2.3.2.1.3. Organized Autonomy
  - 2.3.3. Information and Communication Technologies (ICTs) in Tutorial Action
    - 2.3.3.1. Social Changes
    - 2.3.3.2. Educational Changes
    - 2.3.3.3. ICT Used in Tutorial Action
      - 2.3.3.3.1. Webquest
      - 2.3.3.3.2. Blogs
      - 2.3.3.3.3. Webinars
      - 2.3.3.3.4. Wikis
      - 2.3.3.3.5. E-mail
      - 2.3.3.3.6. Discussion Forums
    - 2.3.3.4. Advantages of Using ICT in Tutorial Action
    - 2.3.3.5. Disadvantages of Using ICT in Tutorial Action
- 2.4. The Relationship between the Tutor and the Student
  - 2.4.1. The Individualized Interview as the Main Tool
    - 2.4.1.1. Importance of Communication
    - 2.4.1.2. Interview between the Tutor and the Student
    - 2.4.1.3. The Interview in the Helping Relationship
    - 2.4.1.4. Interviewer Skills
    - 2.4.1.5. Types of Interviews
      - 2.4.1.5.1. According to the Number of Participants
      - 2.4.1.5.2. According to Format
      - 2.4.1.5.3. Depending on the Mode or Channel

- 2.4.2. Group Dynamics
  - 2.4.2.1. Group Dynamics: Some Examples of Techniques
    - 2.4.2.1.1. Discussion Groups
    - 2.4.2.1.2. Role Playing
    - 2.4.2.1.3. Dialogical Pedagogical Tertulia
    - 2.4.2.1.4. Film Forum
  - 2.4.2.2. Benefits of Applying Group Dynamics
- 2.4.3. Techniques for the Management of Coexistence
  - 2.4.3.1. Learning Values and Norms
  - 2.4.3.2. Social-Emotional Education and Classroom Climate
  - 2.4.3.3. Strategies to Facilitate School Coexistence
  - 2.4.3.4. Programs to Educate in Coexistence
- 2.5. School and Family
  - 2.5.1. Introduction
  - 2.5.2. The Evolution of Family and Society
  - 2.5.3. Demands Made by the Family to the School and Vice Versa
    - 2.5.3.1. Demand Made by the School to the Family
    - 2.5.3.2. Demands Made by Family to the School
  - 2.5.4. Family-Educational Center communication Channels: the Parents' School
    - 2.5.4.1. Parents' School
- 2.6. The Family Interview
  - 2.6.1. Introduction
    - 2.6.1.1. The Ecological Theory of Bronfenbrenner
  - 2.6.2. The Family Interview
    - 2.6.2.1. Keys to an Effective Interview
    - 2.6.2.2. Emotional Education
    - 2.6.2.3. Classification of the Interview
  - 2.6.3. Structure of the Interview
  - 2.6.4. Factors Involved in the Family Interview
  - 2.6.5. Steps in the Family Interview
  - 2.6.6. Interview Techniques

- 2.6.6.1. Educational Coaching
- 2.6.6.2. Context
- 2.6.6.3. Origins of Coaching
- 2.6.6.4. Principles of Coaching
- 2.6.6.5. Models of Coaching
- 2.6.6.6. Agents Involved in the Coaching Process
- 2.6.6.7. Benefits of Coaching

### Module 3. The Fields of Educational Guidance and Psycho-Pedagogical Counseling

- 3.1. General Conceptualization of Educational Guidance
  - 3.1.1. What is Educational Guidance?
  - 3.1.2. Review of the Main Milestones of Educational Guidance in Legislation
- 3.2. Vocational and Professional Guidance within the Functions of School Guidance
  - 3.2.1. Academic and Vocational Fields: A Continuum Throughout Schooling
  - 3.2.2. Fundamental Principles of Academic and Career Guidance
  - 3.2.3. Roles of the School Counselor Related to Vocational and Professional Guidance
  - 3.2.4. Academic and Career Guidance Planning
  - 3.2.5. Intervention Strategies in Academic and Professional Guidance
  - 3.2.6. Can the Schooling Report and the Psycho-Pedagogical Evaluation Be Measures of Academic and Vocational Guidance?
  - 3.2.7. Support in the Choice of Academic and Vocational Pathways in Compulsory Schooling
  - 3.2.8. Guidance Counseling as a Vocational Counseling Report
  - 3.2.9. Other Functions of the School Counselor
  - 3.2.10. The Place of Vocational and Professional Guidance within the Functions of School Guidance
- 3.3. Organizational Structures of Guidance in Schools
  - 3.3.1. Main Organizational Structures of School Guidance
  - 3.3.2. Organization of School Guidance in Early Childhood Education
  - 3.3.3. Organization of School Guidance in Primary Education
  - 3.3.4. Organization of School Guidance in Secondary Education
  - 3.3.5. Organization of School Guidance in Professional Training

- 3.3.6. Organization of Educational Guidance in University Education
- 3.3.7. Organization of Educational Guidance in Educational Centers for Adults
- 3.3.8. Organization of Educational Guidance in Special Education
- 3.3.9. Organization of School Guidance in Special Education Centers and Occupational Training Centers
- 3.3.10. Organization of the Guidance
- 3.4. Tutorial Action
  - 3.4.1. Work of the Tutor
  - 3.4.2. Difficulties of the Tutor
- 3.5. Show the Main Social and Personal Situations that Have an Impact on School Coexistence
  - 3.5.1. Socio-Educationally Disadvantaged Students
  - 3.5.2. Cultural Diversity in the Education Center
  - 3.5.3. Situations of Bullying in Schools
- 3.6. Resources and Strategies for the Management of Coexistence in Schools
  - 3.6.1. Regulation of Coexistence in the Educational Center
  - 3.6.2. School Mediation Programs
- 3.7. Educational Guidance for the Promotion and Transition of School Stages
  - 3.7.1. Orientation for Students Who Pass From Kindergarten to Primary School
  - 3.7.2. Orientation for Students Who Pass From Primary to Secondary School
- 3.8. Vocational guidance Prevention and Intervention Measures for School Failure or School Dropout
  - 3.8.1. Vocational Guidance for Students Who Finish Secondary School and Go on to Post-Compulsory Studies
  - 3.8.2. Prevention and Intervention Measures for School Failure or School Dropout
- 3.9. Career Guidance and Job Placement
  - 3.9.1. Academic and Vocational Guidance Plan
  - 3.9.2. Vocational Assessment and Counseling of Students
- 3.10. Some Guidance and ICT Projects and Experiences
  - 3.10.1. HOLA Project (Tool for Labor Orientation in Asturias)
  - 3.10.2. "My Vocational e-Portfolio" (myvip)
  - 3.10.3. Mywaypass. Free Online Platform for Decision-Making
  - 3.10.4. Uveni Guidance Platform for Secondary and High Schools

- 3.10.5. At the Ringing of a Bell
- 3.10.6. Social School
- 3.10.7. Orientaline
- 3.10.8. Virtual Student Lounge

#### **Module 4. The Processes of Educational Guidance and Psycho-pedagogical Counseling**

- 4.1. processes of Educational Guidance and Psycho-Pedagogical Counseling in the Educational System Areas and Strategies of Psycho-Pedagogical Counseling
  - 4.1.1. Educational Guidance Services: Organization and Operation
  - 4.1.2. The Teams of Educational Guidance
  - 4.1.3. The Guidance Departments
  - 4.1.4. Intervention Plans
  - 4.1.5. Institutional Analysis of Educational Centers and Related Systems
- 4.2. Advice on the Design and Development of Intervention Plans
  - 4.2.1. Counseling in Educational Guidance: Models and Strategies
  - 4.2.2. Types of Demands
  - 4.2.3. Design, Development and Evaluation of Intervention Plans/Programs
- 4.3. Coordination with External Structures and Agents
  - 4.3.1. Coordination of Guidance Services
  - 4.3.2. Coordination Programs
  - 4.3.3. The Counselor as Facilitator and Coordinator
- 4.4. The Intersectoral and Community Approach to Psycho-Pedagogical Counseling
  - 4.4.1. Coordination and Collaboration Actions of the Guidance Department
  - 4.4.2. Resources, Tools and Materials in the Guidance and Counseling Processes
- 4.5. Techniques and Instruments for Psycho-Pedagogical Evaluation
  - 4.5.1. Techniques and Instruments of Qualitative and Quantitative Evaluation
  - 4.5.2. Qualitative Assessment Techniques and Instruments
  - 4.5.3. Quantitative Evaluation Techniques and Instruments
- 4.6. Collaborative Work in the Educational Community Guidance and Counseling in Preventive and Socio-Community Programs
  - 4.6.1. The Guidance Counselor: Collaborative Work with Teachers and Members of the School Community

- 4.6.2. Communication and Group Management Skills
- 4.6.3. Group Intervention
- 4.6.4. Prevention in Guidance
- 4.6.5. Comprehensive and Community-Based Preventive Programs
- 4.7. Models of Psycho-Pedagogical Intervention in Guidance Behavioral-Cognitive Model and Systemic Model of Educational Guidance
  - 4.7.1. Counseling Model
  - 4.7.2. Program Model
  - 4.7.3. Constructivist Educational Model
  - 4.7.4. Approach to the Concept of Behavior Modification
  - 4.7.5. Behavior Modification Program
  - 4.7.6. Behavioral Techniques
  - 4.7.7. Cognitive Techniques
  - 4.7.8. Conceptualization of the Systemic Model
  - 4.7.9. Intervention Plan
  - 4.7.10. Techniques and Strategies
- 4.8. Psycho-Pedagogical Evaluation: Function and Nature of the Assessment
  - 4.8.1. Concept, Purpose, and Context
  - 4.8.2. Concept of Psychopedagogical Assessment
  - 4.8.3. Purpose of the Psychopedagogical Assessment
  - 4.8.4. Context of the Evaluation
- 4.9. Counseling Process: Academic and Professional Orientation Counseling for the Improvement of Coexistence and Center Climate
  - 4.9.1. Academic and Professional Guidance as a Concept
  - 4.9.2. Intervention Strategies in Academic Professional Guidance
  - 4.9.3. The Orientation Council
  - 4.9.4. Guidance in Relation to the Improvement of Coexistence
  - 4.9.5. Family-School Collaboration through Guidance and Psycho-Pedagogical Counseling
  - 4.9.6. Prevention of Violence and Bullying in Schools

## Module 5. Inclusive Education Attention to Diversity

- 5.1. Historical and Teacher Training Developments
  - 5.1.1. The Old Paradigm: "Normal Schools"
  - 5.1.2. What Do We Understand by Normal Schools?
  - 5.1.3. Main Characteristics of Normal Schools
- 5.2. Principles of Prevention: Primary, Secondary and Tertiary Prevention
  - 5.2.1. Conceptualization of Prevention: Types of Prevention
  - 5.2.2. Current Situation of Prevention
- 5.3. Models of Educational Intervention
  - 5.3.1. Direct Intervention
  - 5.3.2. Indirect Intervention
- 5.4. Quantitative and Qualitative Techniques
  - 5.4.1. Use of Surveys and Observation
  - 5.4.2. Use of Questionnaires and Tests
- 5.5. Attention to Specific Educational Support Needs Associated with Disability, Mathematics and Learning Difficulties: Reading and Writing
  - 5.5.1. From Educational Needs to Barriers in Activity and Participation
  - 5.5.2. Educational Guidance in the Face of Intervention Demands
  - 5.5.3. Conceptualization (Learning Difficulties: Reading and Writing)
  - 5.5.4. Assessment and Intervention in the Reading and Writing Modules
  - 5.5.5. Tasks for Educational Care
  - 5.5.6. Conceptualization (Learning Difficulties: Maths)
  - 5.5.7. Resolution of Problematic Situations
  - 5.5.8. The Role of the Counselor in Identifying Difficulties
- 5.6. Giftedness and High Abilities
  - 5.6.1. Symptomatology and Consequences of Giftedness and High Ability
  - 5.6.2. Curricular Adaptation to Giftedness and High Abilities
- 5.7. Attention to Diversity and Multiculturalism
  - 5.7.1. Reality of Diversity
  - 5.7.2. The Reality of Multiculturalism



- 5.8. Strategies of Psycho-Pedagogical Assessment
  - 5.8.1. Process of Psycho-Pedagogical Assessment
  - 5.8.2. Psycho-Pedagogical Evaluation and Counseling in the Educational Response
- 5.9. Guidance and Tutorial Action Plan
  - 5.9.1. The Content of the Guidance and Tutorial Action Plan
  - 5.9.2. Guideline Model of the Guidance and Tutorial Action Plan
- 5.10. Teacher Training for Inclusive Education
  - 5.10.1. Previous Aspects to Consider
  - 5.10.2. Fundamentals and Purposes
  - 5.10.3. Essential Elements of the Initial Training
  - 5.10.4. Main Models and Theories
  - 5.10.5. Criteria for the Design and Development of Teacher Education
  - 5.10.6. Permanent Training
  - 5.10.7. Teacher Profile
  - 5.10.8. Teaching Competencies in Inclusive Education
  - 5.10.9. Supporting Teacher Functions
  - 5.10.10. Emotional Competencies

## Module 6. Educational Research and Innovation and Change Management

- 6.1. School Improvement as a Goal of Educational Guidance
  - 6.1.1. Educational Guidance in the New Scenarios of the Current Context
  - 6.1.2. Key Concepts: Educational Innovation, Change, Reform and Improvement in Education
  - 6.1.3. Epistemological Referents for Innovation and Research: Educational Paradigms
  - 6.1.4. The Change in the Educational Paradigm as a Challenge for Rethinking the Contribution of Educational Guidance
- 6.2. Areas of Innovation and Challenges for Educational Intervention
  - 6.2.1. Areas of Innovation in the Educational Context
  - 6.2.2. The Obstacles and Challenges of Innovation in the Educational Context
  - 6.2.3. The Binomial for Educational Improvement: Research and Innovation
  - 6.2.4. Current Possibilities and Challenges for Innovative Educational Intervention
- 6.3. Change Management for Educational Improvement

- 6.3.1. Educational Innovation: Change Management for Improvement
- 6.3.2. Process Models to Generate Educational Innovation
- 6.3.3. The Educational Center as a Learning Organization
- 6.3.4. The Specific Contribution of the OE in the Definition of Innovation and Educational Intervention Strategies
- 6.4. Design, Planning, Development and Evaluation of Intervention Projects for Innovation and Improvement in Education
  - 6.4.1. Counseling: An Instrument of Guidance for Educational Improvement
  - 6.4.2. Components for the Design of an Intervention Project for Educational Improvement
  - 6.4.3. Planning of an Intervention Project for Educational Improvement (Phases)
  - 6.4.4. Development of an Intervention Project for Educational Improvement (Agents, Roles and Resources)
  - 6.4.5. Strategies and Resources for the Assessment of Educational Innovation and Improvement Projects
  - 6.4.6. The Search for Best Practices
  - 6.4.7. Monitoring and Evaluation of "Best Practices" for Educational Improvement
  - 6.4.8. Case Study: Analysis of a Model for Evaluating Educational Innovation
- 6.5. Digital Literacy and Social-Community Educational Innovation
  - 6.5.1. Paradigm Shift: from Solid Knowledge to Liquid Information
  - 6.5.2. Web 2.0 Metaphors and Their Implications for Educational Guidance
  - 6.5.3. Best Practices in the Innovative Use of Technological Resources
  - 6.5.4. The Possibilities and Challenges of Educational Guidance in the Digital Society
  - 6.5.5. The Socio-Educational Context as an Area of Innovation for Educational Guidance
  - 6.5.6. Networking and the Construction of a Common Vision
  - 6.5.7. From the Educational Center to the Educating Community: Educating Cities
  - 6.5.8. From the Classroom to the Community: The Richness of Service-Learning
- 6.6. Pedagogical Innovation and Guidance in the Classroom: Improving Learning and Assessment as a Shared Challenge
  - 6.6.1. Shared Teaching as a Strategy for Learning Improvement
  - 6.6.2. Resources to Promote Shared Teaching Development
  - 6.6.3. Types of Shared Teaching

- 6.6.4. Advising, Accompanying and Evaluating Shared Teaching Processes
- 6.6.5. Evaluation as a Learning Opportunity
- 6.6.6. Characteristics of Innovative Evaluation
- 6.6.7. The Dimensions of Evaluation: The Ethical and the Technical-Methodological Question
- 6.7. Pedagogical Innovation and Guidance in the Classroom: Strategies to Orient Assessment for Learning
  - 6.7.1. Collaboration with Faculty to Develop Learning-Oriented Evaluation
  - 6.7.2. Quality Criteria for Developing a Learning-Oriented Evaluation Process
  - 6.7.3. How Can Evaluation Results Be Oriented to Promote Learning?
- 6.8. From Educational Research in the Digital Society to Research in the Classroom: Opportunities for the Improvement of the Teaching-Learning Process
  - 6.8.1. The Specific Nature of Educational Research
  - 6.8.2. The Research Process and the Counselor's View as an Educational Researcher
  - 6.8.3. Educational Research in the Current Context
  - 6.8.4. Technological Tools to Develop Educational Research
  - 6.8.5. Educational Research Functions
  - 6.8.6. From Educational Research to Classroom Research
  - 6.8.7. Research in the Classroom and Professional Development
  - 6.8.8. Ethical Considerations to Develop Educational Research
- 6.9. The Internal Evaluation of Educational Guidance Teams The Current Challenges of Educational Guidance and the Deontological Framework for the Practice of the Profession
  - 6.9.1. Educational Improvement Makes it Essential to Evaluate Teachers and Educational Guidance Teams
  - 6.9.2. Self-Evaluation of Teaching Practice as a Process of Reflection and Formative Accompaniment
  - 6.9.3. The Internal Evaluation of Educational Guidance Teams and Guidance Departments
  - 6.9.4. Educational Guidance Challenges for the 21st Century
  - 6.9.5. Ethical Framework for Teaching Practice
- 6.10. Learning and Professional Development of Agents of Educational Change
  - 6.10.1. From the Transmitting School to the Creative, Collaborative and Critical School: Being an Agent for the Change of Model



- 6.10.2. Opportunities for the Professional Development of All Educational Agents
- 6.10.3. From Collective Learning to Teachers' Professional Development: The Contribution of the Educational Counselor
- 6.10.4. Meeting and Learning Spaces for Guidance Professionals: Congresses, Innovation Days, Professional Networks, Communities of Practice, MOOCS

## Module 7. Roles in Conflict Resolution

- 7.1. The Group
  - 7.1.1. What is a Group?
    - 7.1.1.1. Groups in Social Networks
  - 7.1.2. Dynamic Aspects of Groups
    - 7.1.2.1. Ways of Participating
    - 7.1.2.2. Characteristics of Groups
    - 7.1.2.3. Interrelation in the School Group
  - 7.1.3. When are Students Considered a Group?
    - 7.1.3.1. Parts of a Group
  - 7.1.4. The Functioning of a Group
    - 7.1.4.1. How Do We Know the Group is Working?
    - 7.1.4.2. Group-Class Roles
  - 7.1.5. Conclusions
- 7.2. Group Dynamics, What Are They?
  - 7.2.1. Etymological Definition
  - 7.2.2. Objectives
  - 7.2.3. Law of Group Dynamics
  - 7.2.4. Factors
  - 7.2.5. Differences between Game and Dynamic
  - 7.2.6. Techniques of Group Dynamics
    - 7.2.6.1. Objectives of the Techniques
    - 7.2.6.2. Type of Techniques
      - 7.2.6.2.1. General and Specific Dynamics
      - 7.2.6.2.2. Role Playing
      - 7.2.6.2.3. Flash and Pause Technique

- 7.2.6.2.4. Theater
  - 7.2.6.2.5. Radio-Theater
  - 7.2.6.2.6. Children's Literature and/or Dramatized Reading
  - 7.2.6.2.7. Film Forum
  - 7.2.6.2.8. Clown- Empathy
  - 7.2.6.2.9. Theater of the Oppressed
  - 7.2.6.2.10. Work in Groups
- 7.2.7. Piaget's Contributions to Teamwork
- 7.2.8. Phases of Application of Group Dynamics Techniques
- 7.2.9. Our Conclusions
- 7.3. Types of Roles in Conflicts
  - 7.3.1. Role Classification
  - 7.3.2. Where Does Each Role Fit in? Where Do We Fit Mediation in?
  - 7.3.3. Classification of Roles According to the Willingness of those Involved
  - 7.3.4. Classification by End of Conflict
  - 7.3.5. Possible Roles of Teachers
  - 7.3.6. Role Playing Technique
    - 7.3.6.1. Introduction and Definition of the Technique
    - 7.3.6.2. The 4 Phases of the Classical Model
  - 7.3.7. Our Conclusions
- 7.4. The Importance of Context Changing Roles
  - 7.4.1. Johari Window
  - 7.4.2. Johari Window Modalities
  - 7.4.3. Positive Self-Concept, a Fundamental Objective in Education
  - 7.4.4. Childhood Self-concept
  - 7.4.5. Humor and Laughter as Tools for Building Confidence and Self-Esteem
  - 7.4.6. The Poetics of Clown
  - 7.4.7. Our Conclusions
- 7.5. The Role of the Teacher According to Their Participation
  - 7.5.1. Activities with Predominance of the Educator's Role
  - 7.5.2. Activities in Which Teacher and Student Participate
  - 7.5.3. Activities in a Collaborative and Cooperative Process
  - 7.5.4. A New Roles for Teachers and Students
  - 7.5.5. The Teacher in the Digital Era
    - 7.5.5.1. Digital Competence
    - 7.5.5.2. Role of Teachers
  - 7.5.6. Our Conclusions
- 7.6. Dramatic Play as Conflict Resolution Training
  - 7.6.1. Approach to Dramatic Play
  - 7.6.2. Dramatic Expression and Young People
    - 7.6.2.1. Aspects Involved in Dramatization
  - 7.6.3. Stages of Dramatic Aptitude
  - 7.6.4. Dramatic Techniques According to the Age of the Students
  - 7.6.5. Symbolic Play as a Preamble to Dramatic Play in Infancy
    - 7.6.5.1. From Spontaneous Symbolic Play to Dramatic Play in Schools
  - 7.6.6. Our Conclusions
- 7.7. Theater: Integrating Life Skills
  - 7.7.1. Introduction
  - 7.7.2. Play or Therapy?
  - 7.7.3. Theater as a Pedagogical Space
    - 7.7.3.1. Theater Practices and Dramatic Expression in an Educational Environment
    - 7.7.3.2. Creativity and Autonomy Versus Dependence
  - 7.7.4. Formulation of Criteria, Statements and Organizing Principles of a Theater Experience
  - 7.7.5. Role Play or Dramatic Play
  - 7.7.6. Didactic Foundations of Inclusive Theater
  - 7.7.7. Inclusive Principles: Adapt, Help, Support
  - 7.7.8. The Body and Movement as a Source of Expression and Communication for Persons with SEN
  - 7.7.9. Artistic Collectives as Mediators for Life
  - 7.7.10. Our Conclusions
- 7.8. Sense of Humor in Role Management
  - 7.8.1. Laughter, Our First Teacher
    - 7.8.1.1. Approaches to the Concept of Humor
  - 7.8.2. The Pedagogical Value of Humor (and Laughter)



- 7.8.3. Positive Mood Functions
  - 7.8.3.1. Social and Educational Roles
- 7.8.4. The Profile of the Cheerful, Positive and Fun Educator
- 7.8.5. Barriers, Obstacles and Myths About the Use of Humor in Education
- 7.8.6. Fundamental Skills as a Social Educator
- 7.9. The Theater of the Oppressed as a Tool of Rediffusion in the Face of Conflict
  - 7.9.1. Relevant Theories: Origin and Evolution
    - 7.9.1.1. Augusto Boal and Jacobo Levy Moreno
  - 7.9.2. Theoretical Bases of Psychodrama and Sociodrama
  - 7.9.3. Analogies and Differences: Psychodrama, Sociodrama and Theatre of the Oppressed
    - 7.9.3.1. Theater of the People and for the People
    - 7.9.3.2. Theater as a Language
    - 7.9.3.3. Theater as a Speech
  - 7.9.4. Theater, for What? Areas of Non-Conventional Theater
  - 7.9.5. Map of Applied Theater
  - 7.9.6. Express Representation Process

## Module 8. Creativity and Emotional Education in the Classroom

- 8.1. Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
- 8.2. Other Models of Emotional Intelligence and Emotional Transformation
  - 8.2.1. Emotional Competency Models
  - 8.2.2. Social Competency Models
  - 8.2.3. Multiple Models
- 8.3. Socio-Emotional Skills and Creativity According to Level of Intelligence
- 8.4. Concept of Emotional Quotient, Intelligence and Adaptation Desynchronies in High Intellectual Abilities
- 8.5. Concept of Hyperemotivity
- 8.6. Current Scientific Studies on Creativity, Emotions, Self-Awareness and Intelligence
  - 8.6.1. Neuroscientific Studies
  - 8.6.2. Applied Studies
- 8.7. Practical Classroom Resources to Prevent Demotivation and Hyperemotionality

- 8.8. Standardized Tests to Assess Emotions and Creativity
  - 8.8.1. Creativity Tests and Quizzes
  - 8.8.2. Emotion Assessment
  - 8.8.3. Laboratories and Valuation Experiences
- 8.9. The Inclusive School: Interrelation of the Humanistic Model and Emotional Education

## Module 9. Neuroeducation

- 9.1. Introduction to Neuroeducation
- 9.2. Main Neuromyths.
- 9.3. Attention
- 9.4. Emotion
- 9.5. Motivation
- 9.6. The Learning Process.
- 9.7. Memory
- 9.8. Stimulation and Early Interventions.
- 9.9. Importance of Creativity in Neuroeducation
- 9.10. Methodologies that Allow the Transformation of Education in Neuroeducation

## Module 10. Communication in the Classroom

- 10.1. Learning to Teach
  - 10.1.1. Communication Processes
  - 10.1.2. Teaching Transmission Processes
- 10.2. Oral Communication
  - 10.2.1. Voice in the Classroom
  - 10.2.2. Care of Voice in the Classroom
- 10.3. Communication Support Systems
  - 10.3.1. Using the Board
  - 10.3.2. Using Projectors
- 10.4. Using Images in Teaching
  - 10.4.1. Images and Licenses
  - 10.4.2. Author's Images
- 10.5. Using Videos in Teaching
  - 10.5.1. Video as Supporting Material
  - 10.5.2. Teaching Through Videos

- 10.6. Written Communication
  - 10.6.1. Reports and Written Work
  - 10.6.2. Blog and Forums
- 10.7. Communication Difficulties
  - 10.7.1. Teaching Difficulties
  - 10.7.2. Difficulties in the Classroom
- 10.8. Collaborative Processes Vs. Competition
  - 10.8.1. Advantages and Disadvantages of Collaborative Learning
  - 10.8.2. Advantages and Disadvantages of Competency Learning
- 10.9. Elaborating Support Material
  - 10.9.1. Material for the Classroom
  - 10.9.2. Reference Material
- 10.10. Development of Networked Teaching
  - 10.10.1. Teaching Resources on the Internet
  - 10.10.2. Wikis and Reference Material on the Internet

## Module 11. Professional and Vocational Guidance: Theoretical Framework

- 11.1. Historical Development of Professional and Vocational Guidance
  - 11.1.1. Ideological Period
  - 11.1.2. Empiricist Stage
  - 11.1.3. Observational Period
  - 11.1.4. Empirical Stage Orientation as a Fit
  - 11.1.5. Empirical Stage Orientation as Education
  - 11.1.6. Theoretical Stage
  - 11.1.7. Technological Stage
  - 11.1.8. Psychopedagogical Stage
  - 11.1.9. From a Psychometric Model to a Humanistic Approach
  - 11.1.10. Expansion of Guidance
- 11.2. Theory, Approaches and Models of Vocational Guidance
  - 11.2.1. Non-psychological Approaches: Chance Theory
  - 11.2.2. Economic Factors
  - 11.2.3. Sociological Factors
  - 11.2.4. Psychological Approaches: Trait and Factor Approach
  - 11.2.5. Psychodynamic Model
  - 11.2.6. Needs-Based Approaches
  - 11.2.7. Approach to Self-Concept
  - 11.2.8. Socio-Psychological Model of PM, Blan
  - 11.2.9. J.L Holland Model
  - 11.2.10. Phenomenological Approach by Dowald E. . Super
  - 11.2.11. Krumboltz's Social Learning Theory
  - 11.2.12. Dennis Pelletier Activation Model
- 11.3. Career Guidance: Concept and Fields of Action
  - 11.3.1. What is Professional Guidance?
  - 11.3.2. Differences with Educational Guidance
  - 11.3.3. Institutional Framework
  - 11.3.4. Training Centers
  - 11.3.5. The Family
  - 11.3.6. The Guidance Team
  - 11.3.7. The Individual
  - 11.3.8. The Group
  - 11.3.9. The Business
  - 11.3.10. Special Collectives
- 11.4. Levels of Intervention in Professional Guidance
  - 11.4.1. Professional Guidance Vs. Occupational
  - 11.4.2. Intervention and its Justification
  - 11.4.3. Program Model
  - 11.4.4. Collaborative Model
  - 11.4.5. Clinical Model
  - 11.4.6. Didactic Model
  - 11.4.7. Consulting Model
  - 11.4.8. Resource Model
  - 11.4.9. Reactive/Proactive Intervention
  - 11.4.10. Group/Individual Intervention
- 11.5. Vocational and Professional Guidance for Teachers in Middle School (High School)
  - 11.5.1. Brief Legislative Review
  - 11.5.2. Current Situation
  - 11.5.3. Professional and Vocational Guidance in Secondary School from the Perspective of Parents and Guidance Counsellors

- 11.5.4. Secondary School Itineraries
- 11.5.5. Gender and Secondary School Guidance
- 11.5.6. Equity and Secondary School Guidance
- 11.5.7. Self-Guidance
- 11.5.8. The Role of the Counselor in Secondary School
- 11.5.9. The Role of Parents in Secondary School
- 11.5.10. Future Perspectives
- 11.6. Vocational and Professional Guidance for Teachers in High School
  - 11.6.1. Brief Legislative Review
  - 11.6.2. Current Situation
  - 11.6.3. Social High School Itinerary
  - 11.6.4. Humanities Itinerary
  - 11.6.5. Artistic Itinerary
  - 11.6.6. Scientific Itinerary
  - 11.6.7. Role of the Guidance and Family Department
  - 11.6.8. Influence of the Media
  - 11.6.9. Vocational Maturity
  - 11.6.10. Transit to University
- 11.7. Labor Integration in Young People Intervention Models
  - 11.7.1. Labor Integration of Young People from a Historical Perspective
  - 11.7.2. Current Situation
  - 11.7.3. Integral Nature of Employment Guidance
  - 11.7.4. Coordination of Institutions
  - 11.7.5. Intervention Program for University Students
  - 11.7.6. Intervention Program for Young People with Training not Adapted to the Labor Market
  - 11.7.7. Intervention Program for Young People with Integration Difficulties
  - 11.7.8. Gender and Socioeconomic Variables in First Employment.
  - 11.7.9. Employability Strategies
  - 11.7.10. Future Perspectives
- 11.8. The Current Labor Market and its New Requirements
  - 11.8.1. Historical Evolution of the Labor Market
  - 11.8.2. Evolution of Knowledge
  - 11.8.3. Importance of Social-Emotional Competencies

- 11.8.4. Importance of Collaborative Learning
- 11.8.5. Importance of Continuous Learning
- 11.8.6. The New Role of Young People in Employment
- 11.8.7. Promotion in Employment
- 11.8.8. Labor Precariousness
- 11.8.9. Education-Labor Market Mismatches
- 11.8.10. Mismatches between University Skills and the Labor Market
- 11.9. An Evolutionary Approach to Career Guidance
  - 11.9.1. Theoretical Framework: Ginzberg Model
  - 11.9.2. Childhood Stage
  - 11.9.3. Tentative Period
  - 11.9.4. Realistic Period
  - 11.9.5. Transit Models to Working Life
  - 11.9.6. Career Development in the Business Environment
  - 11.9.7. Career Self-Development
  - 11.9.8. Professional Maturity and Outplacement
  - 11.9.9. Retirement and Professional Guidance

## Module 12. Organizational Development of Guidance in Educational Centers

- 12.1. The Educational Center as an Area for Guidance Intervention
  - 12.1.1. The School as an Educational Organization: The Theory of School Organization
  - 12.1.2. Main Theories and Authors on School Organization (I): Classical Authors
  - 12.1.3. Main Theories and Authors on School Organization (II): Current Outlook
  - 12.1.4. Culture and Organization of Educational Centers
  - 12.1.5. Decision-Making Bodies in Educational Centers
  - 12.1.6. The Center and the Classroom as Systems of Relationships
  - 12.1.7. The School as a Community and as a Common Project
  - 12.1.8. Organizational Documents of the Educational Center
  - 12.1.9. Guidance in the Center's Educational Project
  - 12.1.10. Relevance of the Academic and Professional Guidance Plan

- 12.2. Organizational Structures of Guidance in Schools
  - 12.2.1. Main Organizational Structures of School Guidance
  - 12.2.2. Organization of School Guidance in Early Childhood Education
  - 12.2.3. Organization of School Guidance in Primary Education
  - 12.2.4. Organization of School Guidance in Secondary Education
  - 12.2.5. Organization of School Guidance in Professional Training
  - 12.2.6. Organization of Educational Guidance in University Education
  - 12.2.7. Organization of Educational Guidance in Educational Centers for Adults
  - 12.2.8. Organization of Educational Guidance in Special Education
  - 12.2.9. Organization of School Guidance in Special Education Centers and Occupational Training Centers
  - 12.2.10. Organization of the Guidance
- 12.3. Role and Position of Guidance Professionals in Schools
  - 12.3.1. The Systemic Approach in the Educational Field: The Center as a System
  - 12.3.2. Role and Position: The Counselor's Place within the School
  - 12.3.3. The Paradoxical Situation of the Guidance Counselor in the Educational Center
  - 12.3.4. The Magician without Magic (I): Towards an Operational Strategy for the School Counselor
  - 12.3.5. The Magician without Magic (II): Casuistic Exemplification of Selvini Palazzoli's Working Group
  - 12.3.6. The Magician without Magic (III): Current Case Exemplification
  - 12.3.7. The Educational Model of Guidance and the Collaborative Relationship
  - 12.3.8. Collaborative Strategies in School Counseling: Joint Problem Solving
  - 12.3.9. From My Position (I): Why a Systemic Approach in Educational Counseling is Important
  - 12.3.10. From My Position (II): I Like Being a Counselor
- 12.4. Vocational and Professional Guidance for Teachers within the Functions of School Guidance
  - 12.4.1. Academic and Vocational Fields: A Continuum Throughout Schooling
  - 12.4.2. Fundamental Principles of Academic and Career Guidance
  - 12.4.3. Roles of the School Counselor Related to Vocational and Professional Guidance for Teachers
  - 12.4.4. Academic and Career Guidance Planning
  - 12.4.5. Intervention Strategies in Academic and Professional Guidance
  - 12.4.6. Can the Schooling Report and the Psycho-Pedagogical Evaluation Be Measures of Academic and Vocational Guidance?
  - 12.4.7. Support in the Choice of Academic and Vocational Pathways in Compulsory Schooling
  - 12.4.8. Guidance Counseling as a Vocational Counseling Report
  - 12.4.9. Other Functions of the School Counselor
  - 12.4.10. The Place of Vocational and Professional Guidance for Teachers within the Functions of School Guidance
- 12.5. Towards a Vocational and Professional Guidance Curriculum for Teachers in the School Environment
  - 12.5.1. Let's Build Vocations from the School Environment
  - 12.5.2. The Educational Counselor as a Curator of Relevant Content in Career and Vocational Guidance for Teachers
  - 12.5.3. Tools for the Curation of Vocational and Professional Guidance-Related Content for Teachers
  - 12.5.4. Student Concerns and Interests in Vocational and Professional Guidance for Teachers
  - 12.5.5. Towards a School Curriculum on Vocational Guidance (I): Objectives
  - 12.5.6. Towards a School Curriculum on Vocational Guidance (II): Contents
  - 12.5.7. Towards a School Curriculum on Vocational Guidance (III): Key Competencies
  - 12.5.8. Towards a School Curriculum on Vocational Guidance (IV): Standards and Evaluation Criteria
  - 12.5.9. The Curriculum of Vocational Guidance within the Tutorial Actions
  - 12.5.10. Vocational and Professional Guidance for Teachers as Cross-Cutting Content
  - 12.5.11. Spaces and Times for Guidance in the School Day
- 12.6. From Academic Pathways to Career Pathways: Developing a Career Life Project
  - 12.6.1. Accompanying Our Students to Find Their 'Ikigai'
  - 12.6.2. Accompaniment in Self-Knowledge (I): Self-Concept
  - 12.6.3. Accompaniment in Self-Knowledge (II): Self-Competence and Self-Esteem
  - 12.6.4. Accompaniment in the Search for and Knowledge of the Academic Offering (I): Itineraries and Modalities
  - 12.6.5. Accompaniment in the Search for and Knowledge of the Academic Offering (II): Certificate
  - 12.6.6. Accompaniment in the Search for and Knowledge of the Academic Offering (III): Syllabus
  - 12.6.7. Accompaniment in the Search for and Knowledge of the Professional Offering (I): Qualifications





- 12.6.8. Accompaniment in the Search for and Knowledge of the Professional Offering (I): Professional Competences
- 12.6.9. Accompaniment in Making Vocational Decisions
- 12.6.10. Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Learner's Vocation or Future Profession
- 12.7. Relevance of the Academic and Professional Guidance Plan
  - 12.7.1. Introduction to the Academic and Professional Guidance Plan
  - 12.7.2. Basic Principles of Academic and Vocational Guidance Plan
  - 12.7.3. Objectives of the Academic and Vocational Guidance Plan
  - 12.7.4. Activities and Timing of the Academic and Vocational Guidance Plan
  - 12.7.5. Bibliographic Resources to Carry out the Academic and Vocational Guidance Plan
  - 12.7.6. Digital Resources to Carry out the Academic and Vocational Guidance Plan
  - 12.7.7. Audiovisual Resources to Carry out the Academic and Vocational Guidance Plan
  - 12.7.8. Human Resources to Carry out the Academic and Vocational Guidance Plan
  - 12.7.9. Examples of Academic and Vocational Guidance Plans That Can Be Improved
  - 12.7.10. Examples of Best Practices in Academic and Vocational Guidance Plan
- 12.8. Vocational and Professional Guidance Activities for Teachers from the Educational Center
  - 12.8.1. Classroom Activities (I): Research and Presentation of Information
  - 12.8.2. Classroom Activities (II): Involvement of Extracurricular Experts in the Classroom
  - 12.8.3. Classroom Activities (III): Thematic Units within a Subject
  - 12.8.4. Extracurricular Activities (I): Vocational Choice Portfolio
  - 12.8.5. Extracurricular Activities (II): Orientation Days
  - 12.8.6. Extracurricular Activities (III): Projects and Companies
  - 12.8.7. Extracurricular Activities (IV): Simulation Games
  - 12.8.8. Extracurricular Activities (V): Service-Learning
  - 12.8.9. Coordinated Activities: Sponsors of Vocational Choice
  - 12.8.10. Others Vocational and Professional Guidance Activities for Teachers from the Educational Center
- 12.9. Complementary Actions outside the School to Work on Vocational and Professional Guidance for Teachers
  - 12.9.1. Exploration of Family Members' Jobs
  - 12.9.2. Visit to Companies
  - 12.9.3. Shadowing: a Professional for a Day
  - 12.9.4. Internships in Companies

- 12.9.5. Fairs or Job Fairs
- 12.9.6. Educational Cooperation Programs
- 12.9.7. Visit to the Employment Office or Municipal Employment Services
- 12.9.8. Visit to Professional Schools
- 12.9.9. Visits to Universities and Other Educational Institutions
- 12.9.10. Visit to Museums and Expositions
- 12.9.11. Others Complementary Actions outside the School to Work on Vocational and Professional Guidance for Teachers
- 12.10. Evaluate and Improve the Academic and Professional Guidance Plan
  - 12.10.1. Change, Innovation and Improvement in Guidance
  - 12.10.2. Who Evaluates the Academic and Professional Guidance Plan? Hetero-evaluation, Co-evaluation and Self-evaluation
  - 12.10.3. Formative or Summative Evaluation of the Academic and Professional Guidance Plan?
  - 12.10.4. What Indices Can Assess the Effectiveness of the Academic and Professional Guidance Plan?
  - 12.10.5. Control Lists for the Rubrics to Evaluate the Academic and Professional Guidance Plan
  - 12.10.6. Rubrics to Evaluate the Rubrics to Evaluate the Academic and Professional Guidance Plan
  - 12.10.7. Targets for Evaluating the Academic and Professional Guidance Plan
  - 12.10.8. Surveys and Written Forms for Evaluating the Academic and Professional Guidance Plan
  - 12.10.9. Surveys and Digital Forms for Evaluating the Academic and Professional Guidance Plan
  - 12.10.10. The Vocational Portfolio as an Assessment of the Academic and Professional Guidance Plan

### Module 13. Professional and Vocational Guidance in the World

- 13.1. Towards a Comparative View of Vocational and Professional Guidance for Teachers in the World: Relevant Variables
  - 13.1.1. What Does a Comparative View of Career and Vocational Guidance Give Us?
  - 13.1.2. Location and Name of the Guidance Service
  - 13.1.3. User of the Orientation Service
  - 13.1.4. Administrative Unit and Legislative Support
  - 13.1.5. Areas of Intervention of the Guidance Professional

- 13.1.6. Functions, Objectives and Tasks
- 13.1.7. Professional Profiles and Previous Training
- 13.1.8. Ratios
- 13.1.9. Relationship with Other Services
- 13.1.10. Other Relevant Variables
- 13.2. Countries with a Model of Guidance Services External to the Schools (Italy, Belgium, etc.)
  - 13.2.1. Which Countries Maintain a Model of External Counseling Services?
  - 13.2.2. Location and Name of the Guidance Service
  - 13.2.3. User of the Orientation Service
  - 13.2.4. Administrative Unit and Legislative Support
  - 13.2.5. Areas of Intervention of the Guidance Professional
  - 13.2.6. Functions, Objectives and Tasks
  - 13.2.7. Professional Profiles and Previous Training
  - 13.2.8. Ratios
  - 13.2.9. Relationship with Other Services
  - 13.2.10. Other Relevant Variables
- 13.3. Countries with a Model of Guidance Services in Educational Institutions (Portugal, Ireland, Greece, etc.)
  - 13.3.1. Which Countries Maintain a Model of Guidance Services within Educational Institutions?
  - 13.3.2. Location and Name of the Guidance Service
  - 13.3.3. User of the Orientation Service
  - 13.3.4. Administrative Unit and Legislative Support
  - 13.3.5. Areas of Intervention of the Guidance Professional
  - 13.3.6. Functions, Objectives and Tasks
  - 13.3.7. Professional Profiles and Previous Training
  - 13.3.8. Ratios
  - 13.3.9. Relationship with Other Services
  - 13.3.10. Other Relevant Variables

- 13.4. Countries with a Mixed Model of Guidance Services, inside and outside Educational Institutions (France, UK, Netherlands, Spain, etc.)
  - 13.4.1. Which Countries Maintain a Mixed Model of Counseling Services?
  - 13.4.2. Location and Name of the Guidance Service
  - 13.4.3. User of the Orientation Service
  - 13.4.4. Administrative Unit and Legislative Support
  - 13.4.5. Areas of Intervention of the Guidance Professional
  - 13.4.6. Functions, Objectives and Tasks
  - 13.4.7. Professional Profiles and Previous Training
  - 13.4.8. Ratios
  - 13.4.9. Relationship with Other Services
  - 13.4.10. Other Relevant Variables
- 13.5. The IAEVG (International Association for Educational and Vocational Guidance) Model
  - 13.5.1. The International Association for Educational and Vocational Guidance: Origin, Purpose and Mission
  - 13.5.2. International Competencies for Guidance Practitioners
  - 13.5.3. Core Competencies of Guidance Professionals in the IAEVG Model
  - 13.5.4. Specialized Competencies IAEVG (I): Diagnosis
  - 13.5.5. Specialized Competencies IAEVG (II): Educational Guidance
  - 13.5.6. Specialized Competencies IAEVG (III): Career Development
  - 13.5.7. Specialized Competencies IAEVG (IV): Counseling
  - 13.5.8. Specialized Competencies IAEVG (V): Information
  - 13.5.9. Specialized Competencies IAEVG (VI): Consultancy
  - 13.5.10. Specialized Competencies IAEVG(VII): Research
  - 13.5.11. Specialized Competencies IAEVG(VIII): Program and Service Management
  - 13.5.12. Specialized Competencies IAEVG (IX): Community Development
  - 13.5.13. Specialized Competencies IAEVG (X): Employment
  - 13.5.14. IAEVGEA Ethical Standards
- 13.6. The ASCA Model (American Association for School Counseling) in the U.S. School Setting
  - 13.6.1. The ASCA National Model
  - 13.6.2. School Orientation Programs in the ASCA National Model
  - 13.6.3. School Orientation Pillars in the ASCA National Model
  - 13.6.4. Application of the ASCA National Model in School Orientation
  - 13.6.5. School Orientation Management from the ASCA National Model
  - 13.6.6. Accountability in the ASCA National Model
  - 13.6.7. Some Templates of the ASCA National Model
  - 13.6.8. Recognized ASCA Model Program (RAMP)
  - 13.6.9. Ethical Standards of ASCA
  - 13.6.10. ASCA Empirical Studies on the Effectiveness of School Guidance
- 13.7. The Competency Model of the Counselor from Chile
  - 13.7.1. Towards a Model of Competencies and Standards for Guidance Counselors in Chile (MINEDUC 2010)
  - 13.7.2. Generic Competencies of Guidance Counselors (I): Communication
  - 13.7.3. Generic Competencies of Guidance Counselors (II): Teamwork
  - 13.7.4. Generic Competencies of Guidance Counselors (III): Capacity to Plan and Organize
  - 13.7.5. Generic Competencies of Guidance Counselors (IV): Innovation and Creativity
  - 13.7.6. Generic Competencies of Guidance Counselors (V): Commitment to Continuous Learning
  - 13.7.7. A Map of ICT Competencies for Counselors in Chile (I): Pedagogical Dimension
  - 13.7.8. A Map of ICT Competencies for Guidance Counselors in Chile (II): Technical Dimension
  - 13.7.9. A Map of ICT Competencies for Counselors in Chile (III): Management Dimension
  - 13.7.10. A Map of ICT Competencies for Counselors in Chile (IV): Social Dimension, Ethical and Legal
  - 13.7.11. A Map of ICT Competencies for Guidance Counselors in Chile (V): Development Dimension and Professional Responsibility
- 13.8. The Bertelsmann Foundation's Model for Coordinated Career Guidance
  - 13.8.1. Leitfaden Berufsorientierung: Guidelines for Career Guidance of the Bertelsmann Foundation
  - 13.8.2. Objectives and Principles of Coordinated Career Guidance: For Youth Employment
  - 13.8.3. Quality Management System for Career Guidance Coordinated from the School Setting
  - 13.8.4. Career Guidance Planning in the School Setting
  - 13.8.5. Application of Career Guidance in the School Setting
  - 13.8.6. Main Dimensions of Quality for Organizing Career Guidance Actions
  - 13.8.7. How to Give Professional Guidance to Children?

- 13.8.8. The Teacher as an Ally in Career Guidance
- 13.8.9. Support for Dual Vocational Training
- 13.8.10. For Youth Employment: Present and Future
- 13.8.11. Recognition and Impact of Bertelsmann Foundation's Coordinated Career Guidance Model
- 13.9. Ratios of Users per Professional in the World: The Demand of 1:250
  - 13.9.1. Is the Ratio of Users Served by a Counselor so Relevant?
  - 13.9.2. Some International Data on the Ratio of Users per Counselor
  - 13.9.3. 1:250: the Demand for 1 Counselor for Every 250 Students
  - 13.9.4. Some Initiatives to Reclaim the Ratio 1:250
  - 13.9.5. Relationship of the Ratio to Other Relevant Variables in Guidance
  - 13.9.6. Organizational Models of Guidance and Recommended Ratios
  - 13.9.7. When the Ratio is Excessive: The Case of the Elastic Orientator
  - 13.9.8. Responses of the Elastic Counselor (I): Priority Lines of Action
  - 13.9.9. Answers from the Elastic Coach (II): Task and Project Management
- 13.10. SWOT Analysis: Weaknesses, Threats, Strengths and Opportunities of Each Guidance Model
  - 13.10.1. What Is and Why Perform a SWOT Analysis of Different Organizational Models of Guidance?
  - 13.10.2. SWOT Analysis of External Guidance Services
  - 13.10.3. SWOT Analysis of Guidance Services in Schools
  - 13.10.4. SWOT Analysis of Mixed Guidance Services
  - 13.10.5. SWOT Analysis of the IAEVGEA Model
  - 13.10.6. SWOT Analysis of the ASCA Model
  - 13.10.7. SWOT Analysis of Chile's Competency Model
  - 13.10.8. SWOT Analysis of Bertelsmann Foundation's Coordinated Career Guidance Model
  - 13.10.9. What Conclusions Can We Draw From These SWOT Analyses?
  - 13.10.10. How Do I Define the Organizational Model Best Suited to My Situation and Context?

## Module 14. Development of Emotional Intelligence in Career Guidance

- 14.1. Theoretical Basis: Why is Emotional Intelligence Necessary?
  - 14.1.1. Definition of the Concept of Emotional Intelligence
  - 14.1.2. Elements of Emotional Intelligence
  - 14.1.3. Emotional Intelligence and Education
  - 14.1.4. Emotional Education and Basic Competencies
  - 14.1.5. Delors Report (UNESCO 1996)
  - 14.1.6. Family and Education Emotional
  - 14.1.7. Emotional Competencies
  - 14.1.8. Ideal Environments
  - 14.1.9. Principles, Values and Virtues
  - 14.1.10. Roadmap in Emotional Intelligence
- 14.2. Self-Knowledge and Management of Emotions
  - 14.2.1. Human Dimension, Self-Knowledge
  - 14.2.2. What Are Feelings?
  - 14.2.3. Expression in the Body
  - 14.2.4. Rational Expression
  - 14.2.5. What Are Emotions?
  - 14.2.6. Basic Emotions
  - 14.2.7. Expressing Emotions
  - 14.2.8. Self-Confidence
  - 14.2.9. Self-Concept Application Models
  - 14.2.10. Self-Care
- 14.3. Emotional Intelligence in Adolescence
  - 14.3.1. Stages of Development, the Child Grows Emotionally Life Cycle
  - 14.3.2. Virginia Satir, Family Model
  - 14.3.3. From Family to the Individual
  - 14.3.4. Emotional Characteristics of the Adolescent
  - 14.3.5. Emotional Perception
  - 14.3.6. Emotional Areas of the Adolescent

- 14.3.7. Skills Development
- 14.3.8. Social Stress
- 14.3.9. Visualization of Goals
- 14.3.10. Application Models
- 14.4. Empathy, Leadership and Emotional Regulation
  - 14.4.1. Our Brain, Cerebral Hemispheres
  - 14.4.2. Rational Versus Emotional Intelligence
  - 14.4.3. The Self and the Other
  - 14.4.4. Assertiveness as a Way of Life, Emotional Regulation
  - 14.4.5. Basic Beliefs, Our Map of Viewing Life
  - 14.4.6. Know My Personal Goals
  - 14.4.7. Recognize Personal Skills
  - 14.4.8. True Success
  - 14.4.9. Skills to Be Developed
  - 14.4.10. Real Knowledge of Limiting Beliefs
  - 14.4.11. Application Models
- 14.5. Development of Social Skills
  - 14.5.1. Educating for Social Relationships
  - 14.5.2. Direct Experience
  - 14.5.3. Imitation
  - 14.5.4. Reinforcements
  - 14.5.5. Raise the Level of Social Competence
  - 14.5.6. Conflict Resolution
  - 14.5.7. Stress Management
  - 14.5.8. Disruptive Behavior
  - 14.5.9. Communication.
  - 14.5.10. Application Models
- 14.6. Implications for Employment
  - 14.6.1. Period of Individuation
  - 14.6.2. Intellectual Development
  - 14.6.3. Physical Development
  - 14.6.4. Development of a Way of Life
  - 14.6.5. Personality Development
  - 14.6.6. Vocational Guidance
  - 14.6.7. Potential and Challenge
  - 14.6.8. Education and Training
  - 14.6.9. Application Models
- 14.7. Enthusiasm and Motivation
  - 14.7.1. Initial Enthusiasm and Sustained Motivation
  - 14.7.2. Definition of Neurological Levels
  - 14.7.3. Generate Self-Esteem
  - 14.7.4. On the Way to Your Goal
  - 14.7.5. Problem Solver
  - 14.7.6. Self-Motivation: Strengths
  - 14.7.7. Motivation in the Classroom: Cultivating Curiosity
  - 14.7.8. Professional Interests
  - 14.7.9. Tolerance to Failure
  - 14.7.10. Application Models
- 14.8. Emotional Management
  - 14.8.1. Perception, the Map of Seeing Life, Analysis of the Emotional Situation
  - 14.8.2. Observation of the Ambioima
  - 14.8.3. Detection of Limiting Beliefs
  - 14.8.4. Emotions for Life
  - 14.8.5. Stress, Concept, Symptoms and Types
  - 14.8.6. Managing Stress
  - 14.8.7. Sustaining Emotion
  - 14.8.8. Resilience
  - 14.8.9. Expression Channels
  - 14.8.10. Application Models
- 14.9. The Development of Attitudes and Competencies for the Work Environment
  - 14.9.1. What are Work Competencies?
  - 14.9.2. Competency Standards
  - 14.9.3. Occupational Profiles
  - 14.9.4. Employability Skills
  - 14.9.5. Attitudes Towards Employability: Social and Work Attitudes
  - 14.9.6. Affective, Cognitive and Behavioral Components of Attitudes



- 14.9.7. Change in Attitudes: Congruent and Incongruent
- 14.9.8. Most Valued Social Skills with Respect to Employability
- 14.9.9. Personal Map of Attitudes and Competencies
- 14.9.10. Application Models
- 14.10. Resources in Primary Education: An Evolutionary Approach
  - 14.10.1. Emotion Identification
  - 14.10.2. Me and the Other
  - 14.10.3. Emotional Environment
  - 14.10.4. Description of the Child's Environment: Channels of Expression
  - 14.10.5. Self-concept
  - 14.10.6. Development of Self-Esteem
  - 14.10.7. Enhancing the Expression of Emotions, Assertiveness
  - 14.10.8. Intervention Strategies in Emotional Education
  - 14.10.9. Development of Emotional Competencies
  - 14.10.10. Application Models

## Module 15. Development of Professional Competencies in Career Guidance

- 15.1. Employability Model
  - 15.1.1. Current Economic Context
  - 15.1.2. Employment in the 21st Century
  - 15.1.3. Self-knowledge
  - 15.1.4. The Vision
  - 15.1.5. The Mission
  - 15.1.6. Definition of Objectives
  - 15.1.7. New Work Models
  - 15.1.8. Roadmap
  - 15.1.9. Personal Branding
- 15.2. Development of Competencies
  - 15.2.1. Characteristics of Competencies
  - 15.2.2. Capabilities, Skills and Competencies
  - 15.2.3. Competencies that Will Be in Demand in the 21st Century
  - 15.2.4. Personal Competencies



- 15.2.5. Professional Competencies
- 15.2.6. Competency Training
- 15.2.7. Competency Maturity Levels
- 15.2.8. Evaluation of Competencies (Indicators)
- 15.3. Collaborative Work
  - 15.3.1. Teamwork
  - 15.3.2. Characteristics of Collaborative Work
  - 15.3.3. The Power of Group Work
  - 15.3.4. Structure and Models for Collaborative Work
  - 15.3.5. Communities of Practice
  - 15.3.6. Tools for Collaborative Work
  - 15.3.7. Empathy
  - 15.3.8. Assertiveness
  - 15.3.9. Trust
  - 15.3.10. Self-Organized Teams
- 15.4. Project Work
  - 15.4.1. Work Models
  - 15.4.2. Results Oriented
  - 15.4.3. Organization of Work
  - 15.4.4. Project Definition
  - 15.4.5. Life Cycle of a Project
  - 15.4.6. Project Management
  - 15.4.7. The Figure of the Project Manager
  - 15.4.8. Methodologies for Managing Projects
  - 15.4.9. Difference between Project Development and Product Development
  - 15.4.10. Design and Creation of Products
- 15.5. Communication
  - 15.5.1. Basic Features of Communication
  - 15.5.2. Effective Communication
  - 15.5.3. Active Listening
  - 15.5.4. Intrapersonal Communication
  - 15.5.5. Interpersonal Communication
  - 15.5.6. Online Interpersonal Communication (Email, Social Media)
  - 15.5.7. Effective Presentations
  - 15.5.8. Visual Communication
  - 15.5.9. Body Communication (Non-verbal Language)
  - 15.5.10. Talking in Public
- 15.6. Adaptation to change
  - 15.6.1. Context and Basic Concepts
  - 15.6.2. Main Characteristics of Adaptation to Change
  - 15.6.3. Unlearning to Relearn
  - 15.6.4. Flexibility and Versatility
  - 15.6.5. Process of Change Management
  - 15.6.6. Factors that Favor Adaptation to Change
  - 15.6.7. Negative Factors or Factors that Do Not Help Adaptation to Change
  - 15.6.8. The Comfort Zone
  - 15.6.9. The Everett Rogers Curve
  - 15.6.10. Moore's Law
- 15.7. Business Models
  - 15.7.1. Definition and Fundamental Concepts
  - 15.7.2. Business Canvas I
  - 15.7.3. Business Canvas II
  - 15.7.4. Examples of Business Model
  - 15.7.5. Innovation
  - 15.7.6. Innovative Business Models
  - 15.7.7. Basic Organisational Models
- 15.8. Entrepreneurship
  - 15.8.1. Personal Business Models
  - 15.8.2. Start-ups
  - 15.8.3. Strategic Business Planning
  - 15.8.4. Lean Canvas
  - 15.8.5. The Lean Start-up Method
  - 15.8.6. Internet Strategy (Digital Business, Digital Marketing)
  - 15.8.7. Entrepreneurship Skills
  - 15.8.8. Social Entrepreneurship
  - 15.8.9. Corporate Entrepreneurship
  - 15.8.10. The Contribution of Value Concept

15.9. Leadership

- 15.9.1. What is Leadership?
- 15.9.2. What Is Required to Be a Leader?
- 15.9.3. Types of Leadership
- 15.9.4. Self-Leadership
- 15.9.5. Mindfulness
- 15.9.6. Tribes
- 15.9.7. Followers
- 15.9.8. Feedback
- 15.9.9. Coaching
- 15.9.10. Emotional Intelligence

15.10. Development of Creativity

- 15.10.1. Fundamental Concepts
- 15.10.2. Factors that Favor the Development of Creativity
- 15.10.3. Factors that Don't Favor Creativity
- 15.10.4. Lateral Thinking
- 15.10.5. Exploration and Management of Ideas
- 15.10.6. Development and Monitoring Ideas
- 15.10.7. Divergent Thinking
- 15.10.8. Convergent Thinking

**Module 16. Decision-Making | Who You Are to Know What You Want**

16.1. Theories in Decision-Making The Non-decision

- 16.1.1. Introduction
- 16.1.2. Concept of Decision Making
- 16.1.3. Focuses in Decision-Making
- 16.1.4. Explanatory Models of How Decisions Are Made
- 16.1.5. Individual Variables in Decision Making
- 16.1.6. How Do You Learn to Make Decisions?
- 16.1.7. How Is Decision Making Taught?
- 16.1.8. Programs to Teach Decision Making
- 16.1.9. Decision-Making in Groups
- 16.1.10. The Non-Decision

16.2. A Practical Model for Professional Decisions: Heart, Head and Feet

- 16.2.1. Introduction
- 16.2.2. Theoretical Basis of the Model
- 16.2.3. Heart: What Is it?
- 16.2.4. Head: What Does the World Have to Offer and What Does It Want?
- 16.2.5. Feet: Planning for the Future
- 16.2.6. Individual Development Plan
- 16.2.7. Individual Implementation
- 16.2.8. Group Implementation
- 16.2.9. Integration in Educational Centers
- 16.2.10. Conclusions

16.3. Motivation and Vocational Decision Vital Moment

- 16.3.1. Introduction
- 16.3.2. Behavioral Approach
- 16.3.3. Social Approach
- 16.3.4. Cognitive Approach
- 16.3.5. Humanistic Approach
- 16.3.6. The Psychoanalytic Point of View in Vocational Choice
- 16.3.7. Motivation in Adolescents
- 16.3.8. Current Social and Family Variables
- 16.3.9. Role of the Counselor and Tutor
- 16.3.10. Resources to Motivate

16.4. Skills: Diagnosis and Integration in the Model

- 16.4.1. What Are Skills?
- 16.4.2. Verbal Aptitude
- 16.4.3. Numeric Aptitude
- 16.4.4. Spatial Aptitude
- 16.4.5. Mechanical Aptitude
- 16.4.6. Memory
- 16.4.7. Concentration
- 16.4.8. Other Aptitudes
- 16.4.9. Evaluation by Test
- 16.4.10. Self-Diagnosis of Skills
- 16.4.11. Integration in the C.C.P. Model

- 16.5. What Are Multiple Intelligences and Their Correlation with Professions?
  - 16.5.1. Introduction
  - 16.5.2. What Are Multiple Intelligences?
  - 16.5.3. Visuospatial Intelligence
  - 16.5.4. Linguistic Intelligence
  - 16.5.5. Logical Mathematical Intelligence
  - 16.5.6. Naturopathic Intelligence
  - 16.5.7. Musical Intelligence
  - 16.5.8. Body-Kinesthetic Intelligence
  - 16.5.9. Interpersonal Intelligence
  - 16.5.10. Intrapersonal Intelligence
  - 16.5.11. Assessment of Multiple Intelligences
  - 16.5.12. Integration in the C.C.C.P. Model
- 16.6. Personality Associated with Professional Profiles
  - 16.6.1. Personality Models
  - 16.6.2. Personality in Adolescents
  - 16.6.3. Self-Concept and Vocational Maturity
  - 16.6.4. Personality Variables Relevant to Vocational Choice
  - 16.6.5. Holland's Model
  - 16.6.6. Personality Associated with Baccalaureate Modalities
  - 16.6.7. Personality Associated with Professions
  - 16.6.8. Personality Assessment Resources
  - 16.6.9. A Case Study
  - 16.6.10. Integration in the C.C.C.P. Model
- 16.7. Talent as Differentiation and Opportunity
  - 16.7.1. Introduction
  - 16.7.2. Concept of Talent
  - 16.7.3. Development of Talent
  - 16.7.4. Talent and Academic Performance
  - 16.7.5. Talent and High Abilities
  - 16.7.6. Talent and Professional Competencies
  - 16.7.7. Resources for Them to Discover Their Talents
  - 16.7.8. Talent Detection
  - 16.7.9. Cases of Talented Teenagers
  - 16.7.10. Integration in the C.C.C.P. Model
- 16.8. Vocational Values What Do You Want to Work for?
  - 16.8.1. Introduction
  - 16.8.2. Concept of Vocational Values
  - 16.8.3. Values and the Current Work Environment
  - 16.8.4. Importance for the Election
  - 16.8.5. Values and Family
  - 16.8.6. Values and Gender
  - 16.8.7. Ceres Classification
  - 16.8.8. Values Associated with Professions
  - 16.8.9. Values as a Basis for a Life Path
  - 16.8.10. Integration in the C.C.P. Model
- 16.9. Level of Effort and Study Habits
  - 16.9.1. Introduction
  - 16.9.2. Importance of the Academic Record
  - 16.9.3. Information Collection Models
  - 16.9.4. Study Habits
  - 16.9.5. Assessment and Corrective Measures of Study Habits
  - 16.9.6. Study Techniques; Classroom Teaching
  - 16.9.7. Academic Effort and Performance
  - 16.9.8. School Failure: Relevant Variables
  - 16.9.9. Family and School Performance
  - 16.9.10. Integration in the Model C.C.P
- 16.10. Specific Resources for Self-Knowledge
  - 16.10.1. Comillas University Orion Program
  - 16.10.2. Incomplete Question Techniques
  - 16.10.3. Group and Individual Personality Dynamics
  - 16.10.4. Mentor Dynamics: Limiting Beliefs
  - 16.10.5. Systematic Relaxation and Talent
  - 16.10.6. Dynamics to Discover Professional Values
  - 16.10.7. Vocational Orientation Test on the Web
  - 16.10.8. Integration with the CCP Model

**Module 17. Decision Making II the Search for Information and How to Get What You Want**

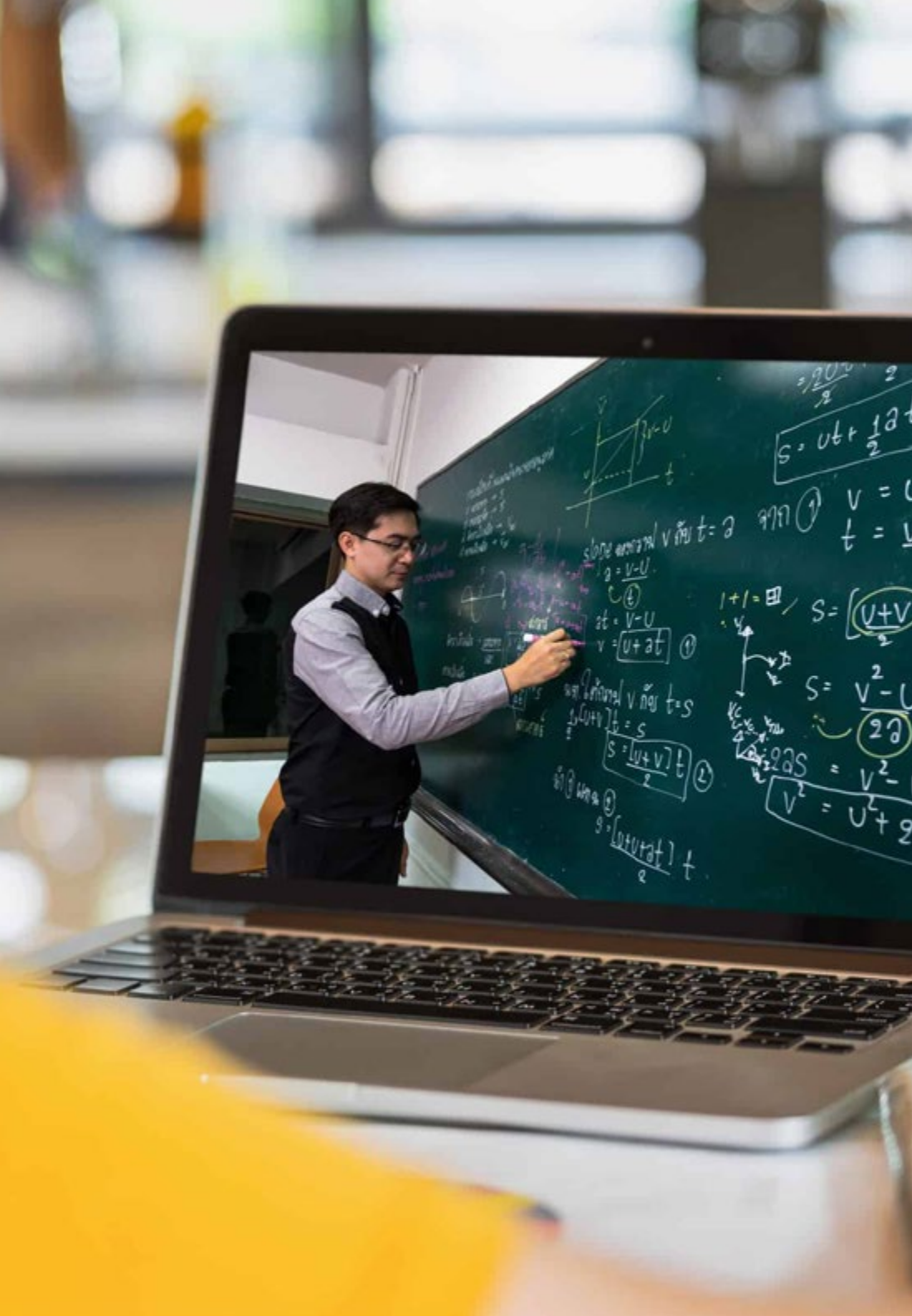
- 17.1. Development of Active Information Seeking Competence
  - 17.1.1. The Digital Era and Internet
  - 17.1.2. Young People and New Technologies
  - 17.1.3. Critical Thinking
  - 17.1.4. Active Learning
  - 17.1.5. 9 Skills to Develop this Competency
  - 17.1.6. Classroom Resources
  - 17.1.7. Technical Resources
  - 17.1.8. The Importance of Information in Vocational Choice
  - 17.1.9. Integration with the C.C.P. Model
- 17.2. Professional Families First Approach to Vocational Decisions
  - 17.2.1. Introduction
  - 17.2.2. Concept of Professional Family
  - 17.2.3. Different Classifications
  - 17.2.4. A Concrete Classification Model: Theoretical Rationale
  - 17.2.5. Experimental Science Family
  - 17.2.6. Family of Applied Technique
  - 17.2.7. Healthcare Family
  - 17.2.8. Business and Economy Family
  - 17.2.9. Family of Administrative Activities
  - 17.2.10. Family of Law and Counseling
  - 17.2.11. Protection and Security Family
  - 17.2.12. Humanistic-Social Family
  - 17.2.13. Communication Family
  - 17.2.14. Teaching and Counseling Family
  - 17.2.15. Languages Family
  - 17.2.16. Film and Theater Family
  - 17.2.17. Music Family
  - 17.2.18. Plastic Arts Family
  - 17.2.19. Family of Aesthetics
  - 17.2.20. Farming Family
  - 17.2.21. Sports Family
  - 17.2.22. Family of Religious Activities
  - 17.2.23. Integration in the C.C.P. Model
- 17.3. Academic Options: Degrees, Vocational Training and Special Education
  - 17.3.1. What Are University Degrees?
  - 17.3.2. Vocational Training: Past, Present and Future
  - 17.3.3. Special Teaching: An Option
  - 17.3.4. Access to Different Options
  - 17.3.5. The University Access System
  - 17.3.6. Weighting of Subjects in the Ebaú
  - 17.3.7. Access to Vocational Training
  - 17.3.8. Variables to Be Considered by the Student When Faced with Different Academic Options
  - 17.3.9. Interviews with People Studying the Academic Option to Be Evaluated
  - 17.3.10. Integration with the C.C.P. Model
- 17.4. Career Opportunities of the Academic Options
  - 17.4.1. Introduction
  - 17.4.2. The New Professional Opportunities of the 21st Century
  - 17.4.3. Importance of the Socioeconomic Context
  - 17.4.4. The Study of Career Opportunities Based on Academic Options
  - 17.4.5. New Market Trends in Traditional Careers
  - 17.4.6. Employability of the Academic Options
  - 17.4.7. Employability of Professional Opportunities
  - 17.4.8. Access to the Different Professional Opportunities
  - 17.4.9. Classroom Resources for Researching Career Opportunities
  - 17.4.10. Integration in the C.C.P. Model
- 17.5. The Individual Context Reality Itself
  - 17.5.1. Family Socioeconomic Context
  - 17.5.2. Level of Autonomy
  - 17.5.3. Level of Motivation and Effort
  - 17.5.4. Capabilities and Skills
  - 17.5.5. Level of Vocational Maturity
  - 17.5.6. Personality



- 17.5.7. Personal Variables: Diversity
- 17.5.8. Information Gathering and the Role of the Counselor
- 17.5.9. Integration in the C.C.P. Model
- 17.6. Investigation of the Factors that Define the Labor Reality
  - 17.6.1. Introduction
  - 17.6.2. Study of the Functions and Tasks in a Specific Occupation
  - 17.6.3. Remuneration of Professions
  - 17.6.4. Promotion and Professional Development
  - 17.6.5. Associated Work Climate
  - 17.6.6. Lifestyle Associated with the Professions: Schedules, Availability, Mobility
  - 17.6.7. Professions and Gender
  - 17.6.8. Structured Interview to Collect Information
  - 17.6.9. Networked Resources for Research
  - 17.6.10. Integration in the C.C.P. Model
- 17.7. Individual Vocational Choice Fitting the Puzzle
  - 17.7.1. SWOT Methodology for Individual Decision Making
  - 17.7.2. Student Strengths
  - 17.7.3. Students Weaknesses
  - 17.7.4. Threats of Valued Professions
  - 17.7.5. Career Options Opportunities
  - 17.7.6. Individual Reflexion
  - 17.7.7. Assessment of the Degree of Certainty in Vocational Decision Making
  - 17.7.8. Interview with the Student and Role of the Guidance Counselor
  - 17.7.9. Integration in the C.C.P. Model
- 17.8. Family Interview, Model and Advantages
  - 17.8.1. Introduction
  - 17.8.2. Focus of the Family Interview
  - 17.8.3. Group Workshops for Parents on Vocational Choice
  - 17.8.4. Family Influence on Final Decision Making
  - 17.8.5. Communication of the Interview
  - 17.8.6. Structured Interview Format
  - 17.8.7. Development of the Family Interview
  - 17.8.8. Diversity in Student and/or Family
  - 17.8.9. Advantages of the Family Interview
  - 17.8.10. Integration in the C.C.P. Model
- 17.9. An Individual Development Plan: Creating a Career-Focused CV During Academic Training
  - 17.9.1. Concept of Individual Development Plan
  - 17.9.2. Extracurricular Knowledge
  - 17.9.3. Digital and Computer Skills
  - 17.9.4. Languages
  - 17.9.5. Volunteers
  - 17.9.6. Previous Work Experience
  - 17.9.7. Generic Competencies for First Job Focused on Occupation
  - 17.9.8. Specific Competencies of Professional Areas
  - 17.9.9. Emotional Intelligence and Profession
  - 17.9.10. Integration in the C.C.P. Model
- 17.10. Specific Resources for Searching for Information
  - 17.10.1. Introduction
  - 17.10.2. Academic Investigation
  - 17.10.3. Universities, Vocational Training Centers and Special Education Institutions
  - 17.10.4. Study Abroad
  - 17.10.5. Labor Market Trends
  - 17.10.6. Career Opportunities
  - 17.10.7. Employability
  - 17.10.8. Remuneration
  - 17.10.9. Testimonials and Online Forums
  - 17.10.10. Integration in the C.C.P. Model

**Module 18. Orient to Include. Vocational and Professional Guidance for Teachers for Inclusion**

- 18.1. Theoretical Framework: Concept of Diversity, Inclusion and Inclusive Orientation
  - 18.1.1. From Special Education to Diversity Care
  - 18.1.2. From Attention to Diversity to Inclusive Education
  - 18.1.3. Attention to Diversity within the Framework of the European Union
  - 18.1.4. Concept of Diversity from an Employability Perspective
  - 18.1.5. Concept of Educational and Labor Inclusion
  - 18.1.6. Inclusive Guidance, a Lifelong Process
  - 18.1.7. Inclusive Guidance, School, Work and the Environment
  - 18.1.8. Inclusive Guidance, Differentiated Needs
  - 18.1.9. Keys to Inclusive Guidance
- 18.2. Knowledge of the Different Profiles of Diversity for Orientation
  - 18.2.1. The Educational Answer to Diversity
  - 18.2.2. Curricular Adaptations for Obtaining the Diploma of Compulsory Secondary Education
  - 18.2.3. Understand the Diversity of Cognitive, Emotional and Affective Processes that Underlie Learning
  - 18.2.4. Diversity and Educational Inclusion Plan
  - 18.2.5. Students with Attention Deficit Hyperactivity Disorder (ADHD)
  - 18.2.6. Students with Autism Spectrum Disorders
  - 18.2.7. Students with Learning Difficulties (Dyslexia, Dysorthography, etc.)
  - 18.2.8. Students with Intellectual Disabilities
  - 18.2.9. Students with Mental Disorders
  - 18.2.10. Students with Sensory Disabilities
- 18.3. Functional Diversity as Seen from its Potentialities
  - 18.3.1. Definition Functional Diversity
  - 18.3.2. Types of Functional Diversity
  - 18.3.3. Identity and Intellectual Functional Diversity
  - 18.3.4. Inclusive Education and Higher Education from the Point of View of Students with Functional Diversity
  - 18.3.5. Socio-Occupational Training of Students with Functional Diversity
  - 18.3.6. The Role of Vocational Training in the Social and Labor Inclusion of Young People with Intellectual Functional Diversity
  - 18.3.7. Indicators to Identify the Potential of People with Functional Diversity
  - 18.3.8. Socio-Occupational Training of Students with Functional Diversity
  - 18.3.9. Career Guidance for Students with Functional Diversity in the High School
  - 18.3.10. Career Guidance for Students with Functional Diversity in the University
- 18.4. General Actions in Vocational Guidance for Students with Different Difficulties: ADHD, ASD, Dyslexia
  - 18.4.1. Pre-vocational Initiation
  - 18.4.2. Vocational Decision and Involvement
  - 18.4.3. Process of Vocational Decision
  - 18.4.4. Difficulty and Pressure
  - 18.4.5. Professional Advice
  - 18.4.6. Knowledge of the Market
  - 18.4.7. Strategies of Decision Making
  - 18.4.8. Facilitating Self-Awareness and the Ability to Make Choices
  - 18.4.9. Provide Information to Trainee and Families
  - 18.4.10. Encourage Personal Interests
- 18.5. Tools for Inclusive Guidance
  - 18.5.1. How to Guide People with Learning Difficulties?
  - 18.5.2. Professional Orientation for Persons with Specific Educational Support Needs (ASD, ADHD, Dyslexia, etc.)
  - 18.5.3. Career Guidance for People with Intellectual Functional Diversity
  - 18.5.4. Career Guidance for Students with Sensory Functional Diversity
  - 18.5.5. Professional Guidance for Socially Vulnerable Individuals
  - 18.5.6. Career Counseling for People with Mental Disorders
  - 18.5.7. Curriculum Development Responding to Diversity
  - 18.5.8. Socio-Occupational Training of People with Functional Diversity
  - 18.5.9. Professional Fields
  - 18.5.10. Vocational Groups
- 18.6. Educational Offerings and Educational and Vocational Pathways to Cater to Diversity
  - 18.6.1. Educational and Vocational Itineraries to Guidance for People with Difficulties
  - 18.6.2. Programs for Learning and Performance Enhancement
  - 18.6.3. Reinforcement Programs in 4th ESO



- 18.6.4. Basic Professional Training
- 18.6.5. Basic Vocational Training in Special Education
- 18.6.6. Professional Qualification Programs
- 18.6.7. Youth Guarantee Programs
- 18.6.8. Occupational Training for People with Functional Diversity
- 18.6.9. Special Employment Center
- 18.6.10. Occupational Center
- 18.7. Diversity Career Guidance Program in Secondary Education
  - 18.7.1. Needs Assessment
  - 18.7.2. Program Rationale
  - 18.7.3. Program Objectives
  - 18.7.4. Content of the Program
  - 18.7.5. Methodology of the Program
  - 18.7.6. Program Resources
  - 18.7.7. Timing of the Program
  - 18.7.8. Program Evaluation
  - 18.7.9. Application of the Program
  - 18.7.10. Program Summary
- 18.8. Job Search Program: Customized Employment for People with Functional Diversity
  - 18.8.1. Concept of Customized Employment
  - 18.8.2. Customized Employment, the Evolution of Supported Employment
  - 18.8.3. Job Market
  - 18.8.4. Guidance and Job Search Resources
  - 18.8.5. Employment on the Internet
  - 18.8.6. Work Skills
  - 18.8.7. Social Skills
  - 18.8.8. Planning Skills
  - 18.8.9. Special Employment Centers
  - 18.8.10. The Role of Company
- 18.9. Occupational Training Pathways for Diversity Care
  - 18.9.1. Unemployment of Persons with Disabilities
  - 18.9.2. Vocational Training for Employment
  - 18.9.3. Employment Workshops
  - 18.9.4. Labor Market Insertion of People with Disabilities
  - 18.9.5. Labor Market of People with Disabilities

- 18.9.6. Occupational Insertion Services
- 18.9.7. Pre-job Training
- 18.9.8. Ongoing Training
- 18.9.9. Occupational Distance Training
- 18.9.10. Public Employment Services that Cater to Diversity
- 18.10. Case Studies Case Study: Career Guidance Program for a Student with ADHD and/or ASD
  - 18.10.1. Student with ASD
  - 18.10.2. Educational Experience
  - 18.10.3. Academic Guidance
  - 18.10.4. Professional Guidance
  - 18.10.5. Job Placement
  - 18.10.6. Occupational and Continuing Training
  - 18.10.7. Student with ADHD
  - 18.10.8. Educational Experience
  - 18.10.9. Academic Guidance
  - 18.10.10. Professional Guidance
  - 18.10.11. Job Placement
  - 18.10.12. Occupational and Continuing Training

## Module 19. ICT in Academic/Vocational and Professional Guidance

- 19.1. ICT for in the Information Society
  - 19.1.1. Introduction
  - 19.1.2. The Information Society
  - 19.1.3. Definition
  - 19.1.4. Causes of Its Expansion
  - 19.1.5. Characteristics of the Information Society and Requirements for Educational Institutions
  - 19.1.6. Myths of the Information Society
  - 19.1.7. ICT
  - 19.1.8. Definition
  - 19.1.9. Evolution and Development
  - 19.1.10. Characteristics and Possibilities for Teaching
- 19.2. The Inclusion of ICT in the School Environment
  - 19.2.1. Introduction
  - 19.2.2. Functions of ICT in Education
  - 19.2.3. General Variables to Be Considered in the Incorporation of ICTs
  - 19.2.4. Evolutional Variables
  - 19.2.5. Physiological Variables
  - 19.2.6. Cultural Variables
  - 19.2.7. Economic Variables
  - 19.2.8. The Didactic Model as a Reference
  - 19.2.9. Selection Criteria
  - 19.2.10. Other Aspects to Be Considered
- 19.3. Education and Guidance in Globalization
  - 19.3.1. Introduction
  - 19.3.2. The Phenomenon of Globalization
  - 19.3.3. Origins and Characteristics
  - 19.3.4. How Does Globalization Affect Education?
  - 19.3.5. Positive and Negative Consequences of Globalization
  - 19.3.6. Quality, Equity and Relevance
  - 19.3.7. Learning to Draw Boundaries as an Educational Responsibility
  - 19.3.8. Keys for a Sustainable Future
  - 19.3.9. Other Perspectives; Dimensions of a "Global" Education
  - 19.3.10. New Social Spaces for Education
- 19.4. Training in the Digital Competence of Counseling Professionals
  - 19.4.1. Introduction
  - 19.4.2. The Education and Guidance Professional in the 21st Century
  - 19.4.3. Digital Literacy; from a Necessity to an Emerging Reality
  - 19.4.4. Definition of Digital Competence
  - 19.4.5. Common Framework for Digital Competence
  - 19.4.6. Areas and Competences
  - 19.4.7. Contextualization of the Framework for Digital Competence in Education
  - 19.4.8. Digital Competence Portfolio for Teachers
  - 19.4.9. Some Resources to Achieve Digital Competence in Teaching
  - 19.4.10. Other Frameworks on Digital Competence

- 19.5. The Role of the Counselor and the Student in the New ICT Spaces
  - 19.5.1. New Learning Scenarios
  - 19.5.2. The Impact on the Students Environment
  - 19.5.3. The Role of the Counselor in the Face of New Information and Communication Technologies
  - 19.5.4. The Role of the Student; From Invisible to Protagonist
  - 19.5.5. Technological Skills and Competencies of the Teacher/Guidance Counselor
  - 19.5.6. Technological Skills and Competencies of the Student
  - 19.5.7. Risks and Proposals
- 19.6. Design and Development of Multimedia Materials for Training and Orientation
  - 19.6.1. Introduction
  - 19.6.2. Multimedia Technology
  - 19.6.3. Definition of the Concept of multimedia
  - 19.6.4. Qualities of Multimedia Resources and Materials
  - 19.6.5. Classification
  - 19.6.6. Contributions and Limitations
  - 19.6.7. Material Development
  - 19.6.8. Some Quality Criteria
  - 19.6.9. Video as a Resource for Orientation and Training
  - 19.6.10. Social Network as a Resource for Orientation and Training
- 19.7. Internet Applied to Orientation: Webquest, Wikis and Blogs
  - 19.7.1. WebQuest
  - 19.7.2. Concept, Origin and Characteristics
  - 19.7.3. Webquest Structure
  - 19.7.4. Wikis
  - 19.7.5. Concept, Origin and Characteristics
  - 19.7.6. Wiki Structure
  - 19.7.7. Weblogs
  - 19.7.8. Concept, Origin and Characteristics
  - 19.7.9. Webquest Structure
- 19.8. ICT as a Support for Students with Educational Needs
  - 19.8.1. Introduction
  - 19.8.2. Software for Students with Special Educational Needs
  - 19.8.3. Software that Allows Access to the Computer
  - 19.8.4. Supporting Technologies
  - 19.8.5. The Need for Vocational Guidance Support Resources
- 19.9. Some Guidance and ICT Projects and Experiences
  - 19.9.1. Introduction
  - 19.9.2. HOLA Project (Tool for Labor Orientation in Asturias)
  - 19.9.3. "My Vocational e-Portfolio" (MYVIP)
  - 19.9.4. Mywaypass. Free Online Platform for Decision-Making
  - 19.9.5. Uveni Guidance Platform for Secondary and High Schools
  - 19.9.6. At the Ringing of a Bell
  - 19.9.7. Social School
  - 19.9.8. Orientaline
  - 19.9.9. Virtual Student Lounge
- 19.10. Some Digital Resources for Educational Guidance
  - 19.10.1. Introduction
  - 19.10.2. Associations and Portals of Interest in the Guidance Field
  - 19.10.3. Blogs
  - 19.10.4. Wikis
  - 19.10.5. Social Networks of Professionals or Institutions of Academic and Career Guidance
  - 19.10.6. Facebook Groups
  - 19.10.7. Apps Associated with the Field of Orientation
  - 19.10.8. Interesting Hashtags
  - 19.10.9. Other ICT Resources
  - 19.10.10. Personal Learning Environments in Guidance; the orientationPLE



06

# Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.





## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

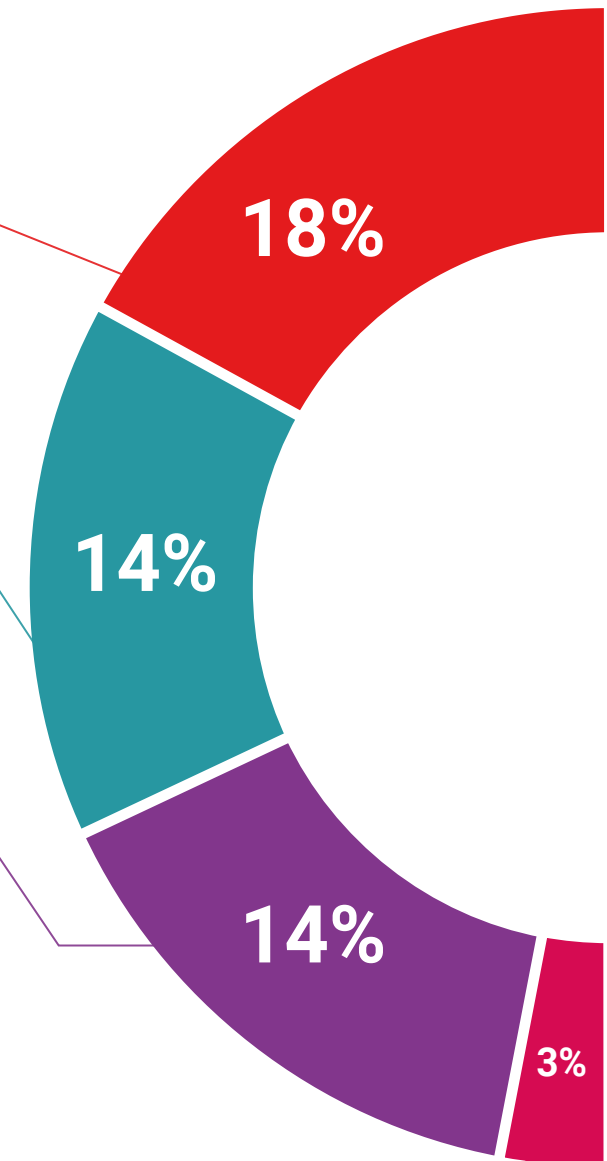
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

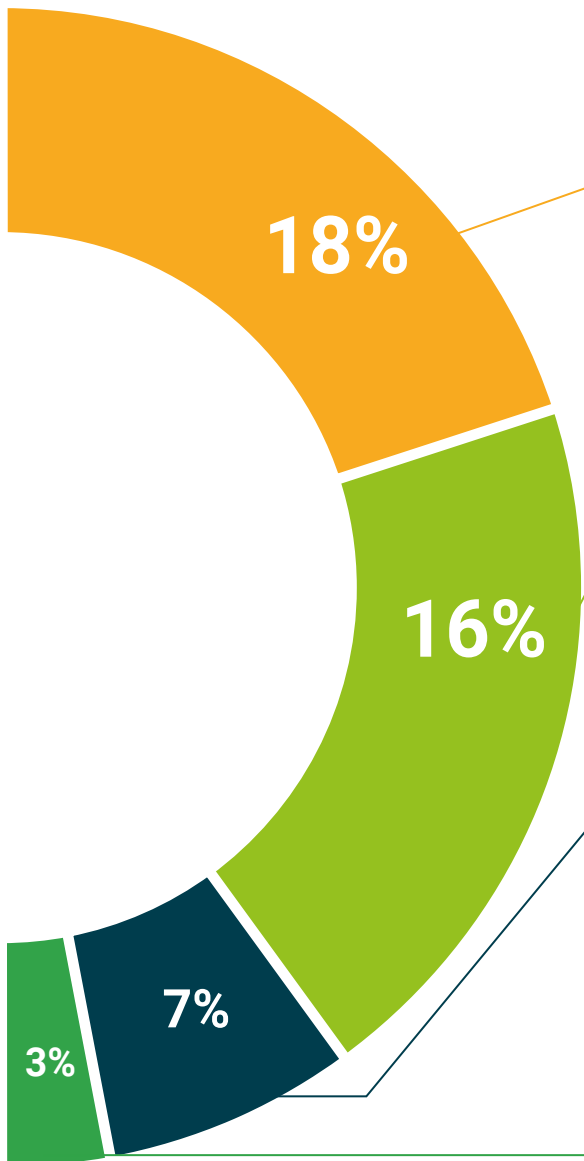
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.  
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



07

# Certificate

The Advanced Master's Degree in Educational and Vocational Guidance guarantees, in addition to the most rigorous and up-to-date training, access to an Advanced Master's Degree issued by TECH Technological University.





“

*Successfully complete this program  
and receive your university degree  
without travel or laborious paperwork”*



This **Advanced Master's Degree in Educational and Vocational Guidance** contains the most complete and up-to-date program on the market.

After the student has passed the evaluations, they will receive their corresponding **Advanced Master's Degree** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Advanced Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Advanced Master's Degree in Educational and Vocational Guidance**

Official N° of hours: **3,000 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service **tech** technological university

knowledge present quality

online Educational and Vocational Guidance

development languages

virtual classroom

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Advanced Master's Degree Educational and Vocational Guidance

