

Advanced Master's Degree Educational and Vocational Guidance





Advanced Master's Degree Educational and Vocational Guidance

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/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. 22

05

Structure and Content

p. 26

06

Methodology

p. 64

07

Certificate

p. 72

01

Introduction

Young people may have many doubts when deciding what is best for them and their future. These doubts can generate stress, emotional problems and in some cases affect their academic performance. For these reasons, psychologists in school environments should provide vocational guidance to students and help them make the best decision. Likewise, it is important to evaluate the factors that surround them and that may influence their choice of a university career. With this in mind, a program has been developed that focuses on providing professionals with the tools to develop specific and effective guidance strategies.





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Develops strategies to stimulate student effort and promote their ability to learn on their own and with others”

For many years, centuries even, psychology has existed as a science that studies human behavior and mental processes. Gradually it has branched out into other areas of knowledge, reaching schools as a way to deepen learning and the most suitable educational methods for students to develop their cognitive skills in the best way.

In this sense, when it comes to guiding students to make important decisions, the psychologist in the field performs a series of assessments and applies strategies that allow to evaluate all available options objectively.

For this reason, a program has been developed with the intention of showing psychologists the application and understanding of strategies to help young people solve problems and conflicts in school environments. It also seeks to establish different tools to face the complexity of the profession in secondary education. To this end, the student will be invited to reflect and issue a conclusion on the responsibility and ethics of this field. All this, with the purpose of being able to guide young people towards a better working future.

As the program progresses, professionals will be able to understand the different approaches to guidance and apply them to all developmental stages of children and young people. They are also expected to develop skills for the organization of ideas and motivational arguments, which will help to obtain better results with students, in addition to establishing the foundations of leadership and creativity, fostering collaborative work and improving their communication results.

Furthermore, it is a 100% online Postgraduate Certificate that provides students with comfortable study and ease, wherever and whenever they want it. 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 engineer in a highly demanded sector.

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

- ♦ The development of case studies presented by experts in vocational and professional guidance
- ♦ The graphic, schematic, and 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
- ♦ Its special emphasis on innovative methodologies in educational and vocational orientation
- ♦ 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



Find in this Advanced Master's Degree the opportunity to learn about the new guidance and counseling processes in the educational system"

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Acquire the criteria for the selection and elaboration of educational materials with the most up-to-date program on the market”

Encourage a climate that facilitates learning and values student contributions.

Understand the importance of mentoring to guide young people in choosing an appropriate career path.

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 learning experience designed to prepare 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 throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

Psychologists in educational centers must be able to apply their knowledge objectively and guarantee the emotional, social and professional development of the students they are responsible for. For this reason, this Advanced Master's Degree in Educational and Vocational Guidance has been developed under a series of general and specific objectives that will allow professionals to know the areas and strategies that are applied in the psycho-pedagogical counseling of young people. This will give 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.



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Participate in the definition of the educational project and in the general activities of the center according to criteria of quality improvement, attention to diversity, prevention of learning problems and coexistence”



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 in an adjusted way in the different personal contexts of the students
- ◆ Know the most effective and useful guidance strategies



Know the processes of interaction and communication in the classroom, to address and solve young people's problems"





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 educational content creation
 - ◆ 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 master's degree to face the complexity of the teaching profession in secondary education; 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 allow them to continue studying and training as teachers in an autonomous way and as part of a team
 - ◆ 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 their 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
 - ◆ Expose the role of the guidance 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 in the educational center
 - ◆ Provide tools for the orientation of students who are promoted from kindergarten to elementary school and from elementary to high school
 - ◆ Provide tools for vocational guidance to students who finish high school and go on to 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
 - ◆ Present techniques and instruments of psycho-pedagogical diagnosis
 - ◆ Explain the collaborative work of the guidance counselor with teachers and members of the school community
 - ◆ Identify the models of psycho-pedagogical intervention in counseling
 - ◆ Provide tools for academic and professional guidance

- ◆ Provide tools for the prevention of violence and bullying in schools
- ◆ Present the strategies and the script for conducting a psycho-pedagogical evaluation
- ◆ Show a historical approach to diversity and education
- ◆ Discuss the principles of prevention
- ◆ Present the models of intervention in educational guidance
- ◆ Present the procedures for collecting information
- ◆ Know, detect and identify students with high abilities
- ◆ Understand the importance of tutoring: shared and/or peer tutoring
- ◆ Detail strategies of psycho-pedagogical evaluation
- ◆ Explain the content of the Guidance and Tutorial Action Plan
- ◆ Discuss the concepts of educational innovation, change, reform and educational improvement
- ◆ Get to know the fields 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 for orienting 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 probable incidence in high capacities
- ◆ Differentiate between the different types of overexcitability and their manifestations
- ◆ Understand divergent thinking and creativity as a differential trait
- ◆ Review case studies in which specific educational needs derived from high capacity are addressed
- ◆ 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 professional guidance with effective and practical resources
- ◆ Enhance the role of the guidance counselor as a facilitator of the transition to the current labor market
- ◆ Specialize in various inclusion techniques for different individual profiles
- ◆ Promote the use and knowledge of ICTs in the centers
- ◆ Awaken in the student the sensibility towards a new guidance model based on successful cases both in organizational aspects and classroom implementation

03 Skills

After passing each of the classes and activities in each module, the student will have a greater understanding of the value of the new guidance models, as well as the knowledge to manage the emotions of the children under their care. All this will guarantee a quality and updated praxis in the most innovative didactic methodologies. Thus, going through the program of the Advanced Master's Degree in Educational and Vocational Guidance will mean acquiring the skills and strategies you need to face the challenges of your daily practice.





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

At the end of this program, the professional will be able to:

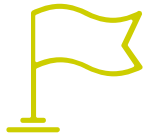


General Skills

- ♦ Gain knowledge about the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge regarding the respective teaching and learning processes For professional 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 competences of the respective teachings, 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
- ♦ Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it to the processes of teaching and learning in their own subjects
- ♦ Determine the syllabus to be implemented in an educational center by participating in its collective planning; develop and apply teaching methodologies, both group and personalized, adapted to the diversity of the 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 by themselves and with others, and develop thinking and decision-making skills that facilitate autonomy, confidence and personal initiative
- ♦ Gain knowledge about 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 deal with problems that may arise in the classroom
- ♦ Design and carry out formal and non-formal activities that contribute to make 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 teaching and learning processes
- ♦ Get to 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, educational 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 vocational guidance to vocational high school students



- ◆ Apply effective and innovative ICT in the classroom and with students
- ◆ Develop students' emotional intelligence applied to their evolutionary stage in order to improve their labor integration and personal maturity
- ◆ Understand, develop and evaluate skills for employment in young people in any educational environment
- ◆ Integrate with useful and effective tools in the educational centers of their 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 employment integration of their students



Specific Skills

- ♦ Get to know the characteristics of the students, their social contexts and motivations
- ♦ Understand the personality development of these students and the possible dysfunctions that affect learning
- ♦ Elaborate proposals based on the acquisition of knowledge, skills and intellectual and emotional skills
- ♦ Identify and plan for the resolution of educational situations that affect students with different abilities and learning rhythms
- ♦ 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 of emotional education in value and citizenship training
- ♦ Participate in the definition of the educational project and in the general activities of the center according to criteria of quality improvement, attention to diversity, prevention of learning and coexistence problems
- ♦ Relate education to the environment and 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, equal rights and opportunities between men and women and in the equal treatment and non-discrimination of people with disabilities
- ♦ Get to 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 formative and cultural value of the subjects corresponding to the specialization and the contents that are studied in the respective teachings
- ♦ Gain knowledge about 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, evaluation processes and academic and professional orientation
- ♦ Get to know the theoretical-practical developments of teaching and learning of the subjects corresponding to the specialization
- ♦ Transform the syllabus into activity and work programs
- ♦ Acquire criteria for the selection and elaboration of educational materials
- ♦ Foster a climate that facilitates learning and values the contributions of the students

- ♦ Integrate audiovisual communication and multimedia education in the teaching and learning process
- ♦ Get to know evaluation strategies and techniques and to understand evaluation as an instrument of regulation and stimulus to effort
- ♦ Get to know and apply innovative teaching proposals in the area of specialization
- ♦ Critically analyze the performance of teaching, good practices and guidance using quality indicators
- ♦ Identify the 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 the proposals for improvement in the different areas of performance
- ♦ Summarize the training acquired throughout all the courses described above and demonstrate the acquisition of the competences of the other subjects
- ♦ Demonstrate a command of the English language corresponding to level B1 according to the Common European Framework of Reference for Languages
- ♦ Get to 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 give 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 the development and learning process of their children
- ♦ 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 guidance and apply them to all stages of development
- ♦ Develop different programs addressing vocational, educational and professional aspects
- ♦ Adapt your work as a guidance counselor to the current labor market
- ♦ Organize vocational and career guidance within the school environment
- ♦ Develop and propose in schools the functions of guidance professionals, especially those related to vocational and career guidance
- ♦ Design academic and vocational guidance within the educational center and to evaluate with an open vision the contributions from the outside to its programs
- ♦ Evaluate the effectiveness of career and vocational guidance actions in the center
- ♦ Acquire an international perspective of guidance in order to implement innovative models
- ♦ Assess the advantages and disadvantages of models in other countries in order to adapt them to their 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 will 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 the management of emotions in adolescents
- ◆ Recognize key employability factors
- ◆ 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 skills and how students can acquire them
- ◆ Know about and show students the business structures and general idiosyncrasies of organizations so that they recognize new business models
- ◆ Teach them to make decisions based on self-knowledge
- ◆ Establish an effective methodology for individual and group detection of personality variables, skills, values and talents as a basis for choice



- ◆ Guide students in their weaknesses and strengths
- ◆ Reproduce the C.C.P. model in the classroom and individually in its first phase: the 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 guarantee 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 your students the importance of accompanying academic choices with other variables necessary to obtain their first job

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The teaching materials of this program, elaborated by these specialists, have contents that are completely applicable to your professional experiences"

04

Course Management

TECH guarantees the excellence of its programs with highly trained professionals committed to developing the students' professional careers. In this sense, the syllabus was designed by different professionals, who pour all their academic and work experience for the development of the students' professional profile. Likewise, another group of experts focused on areas related to those of the syllabus are also involved, to guarantee a complete and multidisciplinary experience.





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You will have at your disposal the most innovative contents, focused on the educational and professional orientation of young people in educational centers”

Management



Dr. Barboyón Combey, Laura

- ♦ PhD in Education
- ♦ Predoctoral studies at the Department of Theory of Education, Faculty of Philosophy and Educational Sciences, University of Valencia
- ♦ Master's Degree in Psychopedagogy, in Social and Community Itinerary, University of Valencia
- ♦ Degree in Primary Education with Qualifying Program of Teaching English as a Second Language (TESL) from the Catholic University of Valencia San Vicente Mártir
- ♦ 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 in 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 Systems of Spain
- ♦ Psychologist and Master 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



Ms. Jiménez Romero, Yolanda

- ◆ Psychopedagogue and Primary School Teacher with a major in English
- ◆ Director of the University Teaching and Educational Coaching programs at TECH Technological University
- ◆ Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University
- ◆ Co-director and Professor of the Neurosciences Program at TECH Technological University
- ◆ Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University
- ◆ Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- ◆ Teacher in the High Abilities and Inclusive Education program
- ◆ 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, Emotional Intelligence and Leadership. Professor specialized in Innovation and BigData processes
- ◆ Expert in learning, lecturer and writer of articles and publications related to his areas of expertise

05

Structure and Content

In order to know the formative and cultural value of the subjects corresponding to the specialization and the contents that are studied in the respective courses, we have the most updated and innovative program to promote the professional development of psychologists in this area. This way, the syllabus is designed for the student to participate in the definition of the educational project and in the general activities of the center according to criteria of quality improvement, attention to diversity, prevention of learning problems and coexistence.





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Develop the necessary skills and techniques to be able to adequately advise families about the development and learning process of their children”

Module 1. Learning and Development of Personalities

- 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 Developmental 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. Behaviorist 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's Instructional Theory
 - 1.2.2.3.2. Constructivism
 - 1.2.2.3.2.1. Verbal-Meaningful Learning Theory of Dr. Ausubel
 - 1.2.2.3.2.2. Jean Piaget's Genetic Epistemology
 - 1.2.2.3.2.3. Lev Vygotsky's Sociocultural Cognitive Theory
 - 1.2.2.3.2.4. Jerome Bruner's Discovery Learning
 - 1.2.2.4. Socio-Cognitive Theories
 - 1.2.2.4.1. Bandura's social-Cognitive Theory
- 1.3. Characterization of the Adolescence Stage: Physical and Sexual Development
 - 1.3.1. Puberty and Adolescence
 - 1.3.1.1. Puberty
 - 1.3.1.2. Cardiac Catheterization
 - 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. Delay of 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. The Concept of Family
 - 1.4.1.1.2. The Adolescent and their Family
 - 1.4.1.2. The Peer Group
 - 1.4.1.3. Educational Centers
 - 1.4.1.4. The media
 - 1.4.2. Risks of Social Media
 - 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. At Home
 - 1.4.4.4. Friends



- 1.5. Psychological Dimensions Related to School Learning: Intelligence
 - 1.5.1. The Advent of Formal Thinking
 - 1.5.1.1. Characteristics of Formal Thinking
 - 1.5.1.2. Hypothetic-Deductive Thinking and Propositional Reasoning
 - 1.5.2. Criticisms to Piaget's View
 - 1.5.3. Cognitive Changes
 - 1.5.3.1. The Development of Memory
 - 1.5.3.1.1. Sensory Memory
 - 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. The Development of Metacognition
 - 1.5.3.3.2. Knowledge and Metacognitive Control
 - 1.5.4. Intelligence
 - 1.5.4.1. Cattell's Fluid and Crystallized Intelligence
 - 1.5.4.2. Sternberg Triarchic Theory
 - 1.5.4.3. Gardner's Multiple Intelligences
 - 1.5.4.4. Goleman's Emotional Intelligence
 - 1.5.4.5. Wechsler Scale
- 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 the Development of Self-Concept
 - 1.6.2. Self-esteem
 - 1.6.3. Theoretical Approaches to Identity Development
 - 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 Meaningful 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 Constructing 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. Processes of Knowledge Construction: 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: Construction of knowledge 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 Role of the Teacher
 - 1.8.5. Expectations of the Teacher and 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 Didactic Method
- 1.10. Attention to Diversity and Educational Needs in the Adolescence Stage
 - 1.10.1. Historical Background
 - 1.10.2. The Warnock Report
 - 1.10.3. The Concept of Special Educational Needs
 - 1.10.4. The Causes of SEN
 - 1.10.5. Classification of SEN
 - 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 Disabilities (IDD) and High Abilities. Educational Intervention
 - 1.10.8. Behavioral Disorders in Childhood and Adolescence
 - 1.10.8.1. Epidemiology and Risk Factors for Behavioral Disorders
 - 1.10.8.2. Clinical Features 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. Oppositional Defiant Disorder (ODD)
 - 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. Oppositional Defiant Disorder (ODD) and Dissocial Disorder (DD)
- 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 of Implementing a Mediation Program
- 1.12. Principle of Personalized Education and Forms of Action
 - 1.12.1. Historical Evolution of Special Education
 - 1.12.1.1. 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 Dilemma of Differences
 - 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 Educational Center
 - 2.1.1. Educational Counselling
 - 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. Services 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 Guiding Action
- 2.2. The Tutor-Teacher and the Tutorial Action
 - 2.2.1. The Tutor's Profile and Competences
 - 2.2.2. 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. Functions of the Head of the Guidance Department
 - 2.2.3.4.2. Functions of the Support Teacher
 - 2.2.3.4.3. Therapeutic Pedagogy and Hearing and Language Therapy Teachers
 - 2.2.3.4.4. Functions of the Teacher of Occupational Training and Guidance
 - 2.2.4. Guidance and Tutorial Action in Occupational Training
 - 2.2.5. The Holland Typology's 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. Managerial Autonomy
 - 2.3.2.1.3. Organizational Autonomy
 - 2.3.3. Information and Communication Technologies (ICT) in Tutorial Action
 - 2.3.3.1. Social Changes
 - 2.3.3.2. Changes in Education
 - 2.3.3.3. ICT used in Tutorial Action
 - 2.3.3.3.1. Webquests
 - 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 the Use of ICT in Tutorial Action
- 2.4. The Relationship of the Teacher-Tutor with 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 Teacher and the Student
 - 2.4.1.3. The Interview in the Aid 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 the Format
 - 2.4.1.5.3. According to 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 Discussion
 - 2.4.2.1.4. Cineforum
 - 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 that Facilitate School Coexistence
 - 2.4.3.4. Programs to Educate in Coexistence
- 2.5. Family and School Centers
 - 2.5.1. Introduction
 - 2.5.2. The Evolution of the Family and Society
 - 2.5.3. Demands Made by the Family to the Educational Center and Vice-Versa
 - 2.5.3.1. Demands from the School to the Family
 - 2.5.3.2. Demands from the Family to the School
 - 2.5.4. Family-Educational Center Communication Channels: the School for Parents
 - 2.5.4.1. School for Parents
- 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 Interviews
 - 2.6.3. Structure of Interviews
 - 2.6.4. Factors Involved in Family Interview
 - 2.6.5. Steps in 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 in Academic and Career Guidance
 - 3.2.3. Roles of the School Counselor related to Vocational and Professional Guidance
 - 3.2.4. Educational and Professional Guidance Planning
 - 3.2.5. Intervention Strategies in Educational and Professional Guidance
 - 3.2.6. Can the Schooling Report and the Psycho-Pedagogical Assessment be Educational and Vocational Guidance Measures?
 - 3.2.7. Support in the Selection of Educational 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 Pre-School Education
 - 3.3.4. Organization of School Guidance in Primary Education
 - 3.3.5. Organization of School Guidance in Vocational Training

- 3.3.6. Organization of the Educational Guidance in University Education
- 3.3.7. Organization of Educational Guidance in Adult Education Centers
- 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 Counseling
- 3.4. Tutorial Action
 - 3.4.1. Work of the tutor
 - 3.4.2. Difficulties of the tutor
- 3.5. 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 educational center
 - 3.5.3. Situations of bullying in schools
- 3.6. Resources and strategies for the management of coexistence in the educational center
 - 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 are promoted from kindergarten to elementary school
 - 3.7.2. Orientation for students who are promoted from primary to high school
- 3.8. Vocational orientation. Prevention and intervention measures to prevent school failure or dropout
 - 3.8.1. Vocational guidance for students who finish secondary school and enter post-compulsory studies
 - 3.8.2. Prevention and intervention measures for school failure or dropout
- 3.9. Career guidance and job placement
 - 3.9.1. The academic and professional orientation plan
 - 3.9.2. Vocational assessment and counseling of students
- 3.10. Some guidance and ICT projects and experiences
 - 3.10.1. H.O.L.A. Project (Tool for labor orientation in Asturias)
 - 3.10.2. "My vocational e-portfolio" (myvip)
 - 3.10.3. Mywaypass. Free Online Platforms for Decision-Making
 - 3.10.4. Uveni. Guidance Platform for Secondary Education
 - 3.10.5. At the Ring of a Bell
 - 3.10.6. Socio-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. Educational guidance teams
 - 4.1.3. 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. Educational guidance counseling: models and strategies
 - 4.2.2. Types of claims
 - 4.2.3. Design, development and evaluation of intervention plans/programs
- 4.3. Regulation of psycho-pedagogical counseling in the educational system BORRAR
 - 4.3.1. Process of educational guidance and psycho-pedagogical counseling in the legislative field
 - 4.3.2. Regulatory norm
- 4.4. Coordination with external structures and agents
 - 4.4.1. Coordination of guidance services
 - 4.4.2. Coordination programs
 - 4.4.3. The counselor as facilitator and coordinator
- 4.5. The intersectoral and community approach to psycho-pedagogical counseling
 - 4.5.1. Coordination and collaboration actions of the orientation department
 - 4.5.2. Resources, tools and materials in the guidance and counseling process
- 4.6. Psychopedagogical Evaluation Techniques and Tools
 - 4.6.1. Techniques and Instruments of Qualitative and Quantitative Evaluation
 - 4.6.2. Qualitative Assessment Techniques and Instruments
 - 4.6.3. Quantitative Evaluation Techniques and Instruments
- 4.7. Collaborative work in the educational community. Collaborative work in the educational community
 - 4.7.1. The guidance counselor: collaborative work with teachers and members of the school community

- 4.7.2. Communication and group management skills
- 4.7.3. Group Intervention
- 4.7.4. Prevention in guidance
- 4.7.5. Comprehensive and community-based preventive programs
- 4.8. Models of psycho-pedagogical intervention in guidance. Behavioral-cognitive model and systemic model of educational guidance
 - 4.8.1. Counseling Model
 - 4.8.2. Program Model
 - 4.8.3. Constructivist educational model
 - 4.8.4. Approach to the concept of behavior modification
 - 4.8.5. Behavior modification program
 - 4.8.6. Behavioral Techniques
 - 4.8.7. Cognitive Techniques
 - 4.8.8. Conceptualization of the systemic model
 - 4.8.9. Intervention Plan
 - 4.8.10. Techniques and Strategies
- 4.9. Psychopedagogical Evaluation: Function and Nature
 - 4.9.1. Concept, Purpose, and Context
 - 4.9.2. Concept of Psychopedagogical Assessment
 - 4.9.3. Purpose of the Psychopedagogical Assessment
 - 4.9.4. Context of the Evaluation
- 4.10. Counseling process: academic and professional orientation. Counseling for the improvement of coexistence and the climate of the center
 - 4.10.1. Academic and professional orientation as a concept
 - 4.10.2. Intervention in academic and professional orientation
 - 4.10.3. The orientation council
 - 4.10.4. Guidance in relation to the improvement of coexistence
 - 4.10.5. Family-school collaboration through guidance and psycho-pedagogical counseling
 - 4.10.6. Prevention of violence and bullying

Module 5. Inclusive Education and Attention to Diversity

- 5.1. Principles of prevention: primary, secondary and tertiary prevention
 - 5.1.1. Conceptualization of prevention: types of prevention
 - 5.1.2. Current status of prevention
- 5.2. Models of educational intervention
 - 5.2.1. Direct intervention
 - 5.2.2. Indirect intervention
- 5.3. Quantitative and qualitative techniques
 - 5.3.1. Use of surveys and observation
 - 5.3.2. Use of questionnaires and tests
- 5.4. Attention to specific educational support needs associated with disability, mathematics and learning difficulties: reading and writing
 - 5.4.1. From educational needs to activity and participation barriers
 - 5.4.2. Educational guidance in the face of intervention demands
 - 5.4.3. Conceptualization (learning disabilities: reading and writing)
 - 5.4.4. Assessment and intervention in the reading and writing modules
 - 5.4.5. Tasks for educational care
 - 5.4.6. Conceptualization (learning difficulties: mathematics)
 - 5.4.7. Resolution of problem situations
 - 5.4.8. The role of the counselor in the identification of difficulties
- 5.5. Giftedness and high abilities
 - 5.5.1. Symptomatology and consequences of giftedness and high abilities
 - 5.5.2. Curricular adaptation to giftedness and high abilities
- 5.6. Attention to diversity and multiculturalism
 - 5.6.1. The reality of diversity
 - 5.6.2. The reality of multiculturalism
- 5.7. Psycho-pedagogical evaluation strategies
 - 5.7.1. Psycho-pedagogical evaluation process
 - 5.7.2. Psycho-pedagogical assessment and counseling in the educational response
- 5.8. Guidance and tutorial action plan
 - 5.8.1. The content of the guidance and tutorial action plan
 - 5.8.2. Guideline model of the guidance and tutorial action plan

- 5.9. Teacher Training for Inclusive Education
 - 5.9.1. Previous Aspects to Consider
 - 5.9.2. Basis and Purpose
 - 5.9.3. Essential Elements of the Initial Training
 - 5.9.4. Main Theories and Models
 - 5.9.5. Criteria for the Design and Development of Teacher Education
 - 5.9.6. Continuing education
 - 5.9.7. Profile of the Teaching Professional
 - 5.9.8. Teaching Skills in Inclusive Education
 - 5.9.9. The Support Teacher Functions
 - 5.9.10. Emotional Skills

Module 6. Educational research and innovation and the management of change

- 6.1. School improvement as a goal of educational guidance
 - 6.1.1. Educational guidance in the face of the new scenarios of the current context
 - 6.1.2. Key Concepts: Educational Innovation, Change, Reform and Educational Improvement
 - 6.1.3. Key concepts: educational innovation, change, reform and educational improvement
 - 6.1.4. The change of educational paradigm as a challenge to rethink 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. Educational Centers as a learning organization
 - 6.3.4. The educational center as a learning organization
- 6.4. The specific contribution of the eo in the definition of educational innovation and intervention strategies
 - 6.4.1. Design, planning, development and evaluation of intervention projects for educational innovation and improvement
 - 6.4.2. Components for the design of an intervention project for educational improvement
 - 6.4.3. Planning 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 good practices
 - 6.4.7. Monitoring and evaluation of "good practices" for educational improvement
 - 6.4.8. Case study: analysis of a model for evaluating educational innovations
- 6.5. Digital literacy and socio-community educational innovation
 - 6.5.1. Paradigm Shift: From Solid Knowledge to Liquid Information
 - 6.5.2. The metaphors of Web 2.0. and their consequences for educational counseling
 - 6.5.3. Good 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 for innovation in educational guidance
 - 6.5.6. Networking and the construction of a common vision
 - 6.5.7. From the educational center to the educating community: the 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: the improvement of learning and evaluation as a shared challenge
 - 6.6.1. Shared teaching as a strategy for the improvement of learning
 - 6.6.2. Resources to promote the development of shared teaching
 - 6.6.3. Types of shared teaching
 - 6.6.4. Advising, accompanying and evaluating the 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 for orienting assessment towards learning
 - 6.7.1. Collaboration with teachers to develop learning-oriented assessment
 - 6.7.2. Quality Criteria for Developing a Learning-Oriented Evaluation Process
 - 6.7.3. How to orient the results of the evaluation to promote learning
- 6.8. From educational research in the digital society to classroom research: opportunities for the improvement of the teaching-learning process
 - 6.8.1. The nature of educational research
 - 6.8.2. The research process and the view of the guidance counselor as an educational researcher
 - 6.8.3. Educational Research in the Current Context
 - 6.8.4. Technological Tools for the Development of Educational Research
 - 6.8.5. Educational Research Functions
 - 6.8.6. From Educational Research to Research in the Classroom
 - 6.8.7. Classroom research and professional development
 - 6.8.8. Ethical Considerations for the Development of 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. The Self-Evaluation of Teaching Practice as a Process of Reflection and Formative Accompaniment
 - 6.9.3. The internal evaluation of the educational guidance teams and guidance departments
 - 6.9.4. Educational Guidance Challenges for the 21st Century
 - 6.9.5. Deontological 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 that favor the professional development of all educational agents
 - 6.10.3. From collective learning to the professional development of teachers: the contribution of the educational counselor
 - 6.10.4. Meeting and learning spaces for guidance professionals: congresses, innovation conferences, professional networks, communities of practice, MOOCS

- 7.1.2. White Paper
 - 7.1.2.1. What is a White Paper?
 - 7.1.2.2. White Paper Education in Spain: Bases for an Educational Policy
- 7.1.3. The General Education Law of 1970: Preamble and Goals
 - 7.1.3.1. Preamble
 - 7.1.3.2. Purposes
- 7.1.4. The General Law of Education of 1970: Educational Levels
 - 7.1.4.1. Preschool Education
 - 7.1.4.2. General Basic Education
 - 7.1.4.3. Baccalaureate
 - 7.1.4.4. University Education
 - 7.1.4.5. Professional Formation
- 7.1.5. The General Education Law of 1970: Schools and Teachers
 - 7.1.5.1. Educational Centers
 - 7.1.5.2. Professors
- 7.2. The LOE of 1985 and the LOGSE of 1990
 - 7.2.1. Introduction
 - 7.2.1.1. Early Childhood Education
 - 7.2.1.2. Primary Education
 - 7.2.1.3. High School
 - 7.2.1.4. Baccalaureate
 - 7.2.1.5. Professional Training BRRAR
 - 7.2.1.6. Special Education
- 7.3. The Organic Law on Education (LOE)
 - 7.3.1. Introduction
 - 7.3.2. Organic Law on Education (LOE):Principles
 - 7.3.3. Organic Law on Education (LOE): Teaching
 - 7.3.3.1. Early Childhood Education
 - 7.3.3.2. Primary Education
 - 7.3.3.3. Secondary Education
 - 7.3.3.4. Baccalaureate
 - 7.3.3.5. Professional Formation
 - 7.3.4. Organic Law on Education (LOE): Itineraries
- 7.4. The Organic Law for the Improvement of the Quality of Education (LOMCE)
 - 7.4.1. Introduction
 - 7.4.2. LOMCE: Currículum

Module 7. Educational Processes and Contexts

- 7.1. The White Paper and the 1970 Education Law
 - 7.1.1. Introduction

- 7.4.3. LOMCE: Secondary Education
- 7.4.4. LOMCE: Baccalaureate
- 7.4.5. LOMCE: Professional Training
 - 7.4.5.1. Basic Vocational Training
 - 7.4.5.2. Intermediate Vocational Training
 - 7.4.5.3. Higher Vocational Training
 - 7.4.5.4. Dual Vocational Training
- 7.4.6. LOMCE: Educational System Itineraries
- 7.4.7. LOMCE: Key Skills
- 7.5. The Organization of the Institutions
 - 7.5.1. Concept of School
 - 7.5.2. Components of the School Center
 - 7.5.3. Characteristics of Educational Centers
 - 7.5.3.1. Autonomy of the Centers
 - 7.5.3.2. Functions of The School
- 7.6. Management and Leadership Applied to the Educational Institution: Management Team
 - 7.6.1. Management of the Educational Institution
 - 7.6.1.1. Conceptions of the Term Management
 - 7.6.2. Leadership
 - 7.6.2.1. Concept of Leader
 - 7.6.2.2. Gestation of the Leader
 - 7.6.2.3. The Authentic Leader
 - 7.6.3. Leadership in Today's Organizations
 - 7.6.3.1. Importance of Authentic Leadership
 - 7.6.3.2. The Need for Authentic Leadership in Education
 - 7.6.3.3. Types of Leadership
 - 7.6.4. Leadership in the Management of Educational Institutions and Initiatives
 - 7.6.4.1. Leadership of the Management Team
 - 7.6.4.2. Pedagogical Leadership of the Director
 - 7.6.4.3. Leadership of the Head of Studies
- 7.7. Management and Leadership Applied to the Educational Institution: Teaching Team
 - 7.7.1. Teaching Team: Functions and Rights of the Teaching Staff
 - 7.7.2. Teachers Organization
 - 7.7.2.1. Teamwork
 - 7.7.2.1.1. Working Groups
 - 7.7.2.2. The Teacher as Tutor
 - 7.7.2.2.1. The Profile of the Tutor
 - 7.7.2.2.2. Duties of the Tutor
 - 7.7.2.3. The Teacher-Coach
 - 7.7.2.3.1. Conceptualization and Characteristics
 - 7.7.2.3.2. The Coach
 - 7.7.2.4. Networking
 - 7.7.3. Leadership of the Teaching Staff
 - 7.7.3.1. The Leadership of the Tutor
 - 7.7.3.2. Teacher Leadership
- 7.8. The Guidelines of a School Center
 - 7.8.1. School-Based Education Project
 - 7.8.1.1. The Content of School-Based Education Project
 - 7.8.1.2. Development of School-Based Education Project
 - 7.8.1.3. Implementation of School-Based Education Project
 - 7.8.1.4. Evaluation of School-Based Education Project
 - 7.8.2. Internal Rules
 - 7.8.2.1. The Content School-Based Education Project, a Discretionary Matter
 - 7.8.3. Specific Plans
 - 7.8.3.1. Purpose, Typology and Content
 - 7.8.3.2. Another Way of Expressing the School-Based Education Project
 - 7.8.4. Annual Report
 - 7.8.4.1. Guidelines for the Preparation of an Educational Center's Annual Report
 - 7.8.5. Autonomy as a Requirement
- 7.9. The Organizational Structure of a Center and Communication Instruments
 - 7.9.1. Collegiate Bodies
 - 7.9.1.1. The School Council
 - 7.9.1.1.1. Composition
 - 7.9.1.1.2. Election and Renewal of the School Board
 - 7.9.1.1.3. Competencies
 - 7.9.1.2. The Teaching Staff

- 7.9.2. Educational Coordination Bodies
 - 7.9.2.1. Teaching Departments
 - 7.9.2.2. Guidance Department in Compulsory Secondary Education
 - 7.9.2.3. Complementary and Extracurricular Activities Department
 - 7.9.2.4. Pedagogical Coordination Commission
- 7.10. Curriculum Management
 - 7.10.1. The School Space: the Organization of the Classroom
 - 7.10.2. Assessment of the Spatial Design of the Classroom
 - 7.10.2.1. Systematic Observation of Users in the Course of Using the Space
 - 7.10.2.2. Self-Application and Evaluation
 - 7.10.3. The School Space as a Dynamic Creation of the Teacher
 - 7.10.4. School Time
 - 7.10.5. Student Organization
 - 7.10.5.1. Vertical Organization of the Student Body
 - 7.10.5.1.1. Graduate School
 - 7.10.5.1.2. The Ungraded School
 - 7.10.5.1.3. The Multigrade School
 - 7.10.5.2. Horizontal Organization of the Student Body
 - 7.10.5.2.1. The Autonomous Class
 - 7.10.5.2.2. Departmentalization
 - 7.10.5.2.3. Team Teaching by Teachers
- 7.11. Change and Innovation in the School
 - 7.11.1. Improvement in Education
 - 7.11.1.1. From Change as a Necessity to Change as an Opportunity
 - 7.11.1.2. Global Versus Partial Change
 - 7.11.1.3. Organizational Versus Social Change
 - 7.11.1.4. Towards Successful Change
 - 7.11.2. Institutional Innovation
 - 7.11.3. The Creation and Management of Collective Knowledge
 - 7.11.3.1. Departments and Educational Teams as Structures for Innovation
 - 7.11.3.2. Strategies for Intervention in Collaborative Contexts
 - 7.11.4. Teachers and Managers as Agents of Change





- 7.12. Change and Innovation in the School Center: Spatial Context and Didactic Project
 - 7.12.1. The Planning Process for the Improvement of the Spatial Context of Learning
 - 7.12.2. The Imperatives for Change and the School in its Environment
 - 7.12.3. The Traditional Model
 - 7.12.4. Spatial Context and Didactic Project
 - 7.12.5. Infrastructure of the New Learning Contexts
 - 7.12.6. Strategies for the Improvement of the Quality of Life in the School Center
 - 7.12.6.1. Search for Correspondence between the Designs of the Building and the Furniture
 - 7.12.6.2. Development of a New Conception of the Workplace of the Student
 - 7.12.6.3. Redistribution of the Work Areas by Means of the Furniture
 - 7.12.6.4. The Participation of Students in the Appropriation of Space
 - 7.12.6.5. The Urban Planning Dimension

Module 8. Roles in Conflict Resolution

- 8.1. The Group
 - 8.1.1. What is a Group?
 - 8.1.1.1. Groups in Social Networks
 - 8.1.2. Group Dynamics
 - 8.1.2.1. Participation Methods
 - 8.1.2.2. Group Characteristics
 - 8.1.2.3. Interrelation in School Groups
 - 8.1.3. When Are Students Considered as Group?
 - 8.1.3.1. Group Elements
 - 8.1.4. Group Operation
 - 8.1.4.1. How Do We Know When a Group Works?
 - 8.1.4.2. Group-Class Roles
 - 8.1.5. Conclusions
- 8.2. Group dynamics, what are they?
 - 8.2.1. Etymological Definition
 - 8.2.2. Objectives
 - 8.2.3. Group Dynamic Laws
 - 8.2.4. Factors

- 8.2.5. Differences Between Play and Dynamics
- 8.2.6. Group Dynamic Techniques
 - 8.2.6.1. Technique Objectives
 - 8.2.6.2. Types of Techniques
 - 8.2.6.2.1. General and Specific Dynamics
 - 8.2.6.2.2. Role Playing
 - 8.2.6.2.3. Flash and paua technique
 - 8.2.6.2.4. Theater
 - 8.2.6.2.5. Radio-Theater
 - 8.2.6.2.6. Children's Literature and/or Dramatized Reading
 - 8.2.6.2.7. Forum Cinema
 - 8.2.6.2.8. Clown-Empathy
 - 8.2.6.2.9. Theater of the Oppressed
 - 8.2.6.2.10. Group work
- 8.2.7. Piaget's Contributions to Teamwork
- 8.2.8. Phases of Application of Group Dynamics Techniques
- 8.2.9. Our Conclusions
- 8.3. Role Types in Conflicts
 - 8.3.1. Role Classification
 - 8.3.2. Where is Each Role Placed? Where Do We Mediate?
 - 8.3.3. Role Classification According to the Willingness of those Involved
 - 8.3.4. Classification by End of Conflict
 - 8.3.5. Possible teacher roles
 - 8.3.6. Role-playing technique
 - 8.3.6.1. Introduction and Definition of this Technique
 - 8.3.6.2. The 4 Phases of the Classical Model
 - 8.3.7. Our Conclusions
- 8.4. The Importance of Context. Changing Roles
 - 8.4.1. The Johari Window
 - 8.4.2. Johari Window Modalities
 - 8.4.3. Positive Self-Concept, a Fundamental Educational Objective
 - 8.4.4. Self-concept in childhood
 - 8.4.5. Humor and Laughter as Tools for Building Confidence and Self-Esteem
 - 8.4.6. The Poetics of Clowning
 - 8.4.7. Our Conclusions
- 8.5. The Teacher's Role According to Their Participation
 - 8.5.1. Activities with a Predominant Role of the Educator
 - 8.5.2. Activities Involving Teacher-Student Participation
 - 8.5.3. Collaborative and Cooperative Activities
 - 8.5.4. A New Role for Teachers and Students
 - 8.5.5. Teachers in the Digital Era
 - 8.5.5.1. Digital Competence
 - 8.5.5.2. Teacher Roles
 - 8.5.6. Our Conclusions
- 8.6. Dramatic Play: Role-Training in Conflict Resolution
 - 8.6.1. Dramatic Play Approach
 - 8.6.2. Dramatic Expression and Young People
 - 8.6.2.1. Aspects Involved in Dramatization
 - 8.6.3. Stages of Dramatic Aptitude
 - 8.6.4. Dramatic Techniques According to Students Age
 - 8.6.5. Symbolic Play as a Preamble to Dramatic Play in the Infant Stage
 - 8.6.5.1. From Spontaneous Symbolic Play to Dramatic Play in Schools
 - 8.6.6. Our Conclusions
- 8.7. Theater: Integrating Life Skills
 - 8.7.1. Introduction
 - 8.7.2. Play or Therapy?
 - 8.7.3. Theater as a Pedagogical Space
 - 8.7.3.1. Theater Practices and Dramatic Expression in an Educational Environment
 - 8.7.3.2. Creativity and Autonomy vs. Dependence
 - 8.7.4. Criteria Formulation, Statements and Organizing Principles of a Theater Experience
 - 8.7.5. Role Play vs. Dramatic Play
 - 8.7.6. Educational Foundations of Inclusive Theater
 - 8.7.7. Inclusive Principles: Adapt, Help, Support
 - 8.7.8. The Body and Movement as a Source of Expression and Communication for People with SEN
 - 8.7.9. Artistic Collectives as Mediators for Life
 - 8.7.10. Our Conclusions

- 8.8. Sense of Humor in Role Management
 - 8.8.1. Laughter, Our First Teacher
 - 8.8.1.1. Approaches to the Concept of Humor
 - 8.8.2. The Pedagogical Value of Humor (and Laughter)
 - 8.8.3. Positive mood functions
 - 8.8.3.1. Social and Educational Roles
 - 8.8.4. The Profile of the cheerful, positive and fun Educator
 - 8.8.5. Barriers, Obstacles and Myths about the Use of Humor in Education
 - 8.8.6. Fundamental Skills as a Social Educator
- 8.9. Oppressed Theater as a Tool of Rediffusion in the Face of Conflict
 - 8.9.1. Relevant Theories: Origin and Evolution
 - 8.9.1.1. Augusto Boal and Jacobo Levy Moreno
 - 8.9.2. Theoretical Bases of Psychodrama and Sociodrama
 - 8.9.3. Analogs and Differences: Psychodrama, Sociodrama and Oppressed Theater
 - 8.9.3.1. Theater of the People and for the People
 - 8.9.3.2. Theater as a Language
 - 8.9.3.3. Theater as Discourse
 - 8.9.4. Theater, What For? Areas of Non-Conventional Theater
 - 8.9.5. Map of Applied Theater
 - 8.9.6. Express Representation Process

Module 9. Creativity and Emotional Education in the Classroom

- 9.1. Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
- 9.2. Other Models of Emotional Intelligence and Emotional Transformation
 - 9.2.1. Emotional Competence Models
 - 9.2.2. Social Competence Models
 - 9.2.3. Multiple Models
- 9.3. Socio-Emotional Skills and Creativity According to Level of Intelligence
- 9.4. Concept of Emotional Quotient, Intelligence and Dyssynchrony Accommodation in High Intellectual Capacities
- 9.5. Concept of Hyperemotivity

- 9.6. Current Scientific Studies on Creativity, Emotions, Self-Awareness and Intelligence
 - 9.6.1. Neuroscientific Studies
 - 9.6.2. Applied Studies
- 9.7. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
- 9.8. Standardized Tests to Assess Emotions and Creativity
 - 9.8.1. Creativity Tests and Quizzes
 - 9.8.2. Assessing Emotions
 - 9.8.3. Laboratories and Valuation Experiences
- 9.9. Inclusive Schools: Humanist Model and Emotional Education Interrelation

Module 10. Neuroeducation

- 10.1. Introduction to Neuroeducation
- 10.2. Main Neuromyths
- 10.3. Attention
- 10.4. Emotion
- 10.5. Motivation
- 10.6. The Learning Process
- 10.7. Memory
- 10.8. Stimulation and Early Interventions
- 10.9. Importance of Creativity in Neuroeducation
- 10.10. Methodologies that Allow the Transformation of Education into Neuroeducation

Module 11. Communication in the Classroom

- 11.1. Learning to Teach
 - 11.1.1. Communication Processes
 - 11.1.2. Teaching Transmission Processes
- 11.2. Oral Communication
 - 11.2.1. Voice in the Classroom
 - 11.2.2. Voice Care in the Classroom
- 11.3. Communication Support Systems
 - 11.3.1. The Use of the Blackboard
 - 11.3.2. The Use of Projectors
- 11.4. The Use of Images in Teaching
 - 11.4.1. Images and Licenses for Use
 - 11.4.2. Author Images

- 11.5. The Use of Video in Teaching
 - 11.5.1. Video as a Support Material
 - 11.5.2. Teaching through Videos
- 11.6. Written Communication
 - 11.6.1. The Reports and Written Assignments
 - 11.6.2. Blogs and Forums
- 11.7. Communication Difficulties
 - 11.7.1. Teaching Difficulties
 - 11.7.2. Classroom Difficulties
- 11.8. Collaborative Processes vs. Competition
 - 11.8.1. Advantages and Disadvantages of Collaborative Learning
 - 11.8.2. Advantages and Disadvantages of Competency-Based Learning
- 11.9. Development of Support Materials
 - 11.9.1. Classroom Supplies
 - 11.9.2. Consultation Material
- 11.10. Development of Network Teaching
 - 11.10.1. Teaching Resources on the Internet
 - 11.10.2. Wikis and Reference Material on the Internet

Module 12. Professional and Career Guidance: Theoretical Framework

- 12.1. Historical Development of Professional and Vocational Guidance
 - 12.1.1. Ideological Period
 - 12.1.2. Empiricist Period
 - 12.1.3. Observational Period
 - 12.1.4. Empirical Stage Guidance as Adjustment
 - 12.1.5. Empirical Stage Guidance as Education
 - 12.1.6. Theoretical Stage
 - 12.1.7. Technological Stage
 - 12.1.8. Psychopedagogical Stage
 - 12.1.9. From a Psychometric Model to a Humanistic Approach
 - 12.1.10. Expansion of Counseling
- 12.2. Theory, Approaches and Models of Vocational Guidance
 - 12.2.1. Non-Psychological Approaches: Chance Theory
 - 12.2.2. Economic factors
 - 12.2.3. Sociological Factors
 - 12.2.4. Psychological approaches: Trait and factor approach
 - 12.2.5. Psychodynamic Model
 - 12.2.6. Need-Based Approaches
 - 12.2.7. Approach to Self-Concept
 - 12.2.8. Socio-Psychological Model of PM, Blan
 - 12.2.9. J.L Holland's Model
 - 12.2.10. Dowald E. Super's Phenomenological Approach
 - 12.2.11. Krumboltz's Social Learning Model
 - 12.2.12. Dennis Pelletier's Activation Model
- 12.3. Career Guidance: Concept and Scope of Action
 - 12.3.1. What Is Career Guidance?
 - 12.3.2. Differences with Educational Guidance
 - 12.3.3. Institutional Framework
 - 12.3.4. Training Centers
 - 12.3.5. The Family
 - 12.3.6. Guidance Team
 - 12.3.7. The Individual
 - 12.3.8. The Group
 - 12.3.9. The Company
 - 12.3.10. Special Collectives
- 12.4. Levels of Intervention in Career Guidance
 - 12.4.1. Vocational vs. Occupational Guidance
 - 12.4.2. Intervention and Its Justification
 - 12.4.3. Program Model
 - 12.4.4. Collaborative Model
 - 12.4.5. Clinical Model
 - 12.4.6. Didactic Models

- 12.4.7. Consulting Models
 - 12.4.8. Resource Model
 - 12.4.9. Reactive/Proactive Intervention
 - 12.4.10. Group/ Individual Intervention
 - 12.5. Vocational and Professional Guidance for Teachers in middle school (high school)
 - 12.5.1. Brief Review of Legislation
 - 12.5.2. Current Situation
 - 12.5.3. Career Guidance in High School from the Perspective of Parents and Guidance Counselors
 - 12.5.4. High School Itineraries
 - 12.5.5. Gender and Guidance in High School
 - 12.5.6. Equity and Guidance in High School
 - 12.5.7. Self-Guidance
 - 12.5.8. The Role of the Counselor in High School
 - 12.5.9. The Role of the Family in High School
 - 12.5.10. Future Perspectives
 - 12.6. Vocational and Professional Guidance for High School Teachers
 - 12.6.1. Brief Review of Legislation
 - 12.6.2. Current Situation
 - 12.6.3. Social Baccalaureate Itinerary
 - 12.6.4. Humanities Itinerary
 - 12.6.5. Artistic Itinerary
 - 12.6.6. Scientific Itinerary
 - 12.6.7. Role of the Guidance and Family Department
 - 12.6.8. Influence of the Media
 - 12.6.9. Vocational Maturity
 - 12.6.10. Transition to University
 - 12.7. Labor Integration in Young People. Intervention Models
 - 12.7.1. Labor Integration of Young People from a Historical Perspective
 - 12.7.2. Current Situation
 - 12.7.3. Integral Nature of Employment Guidance
 - 12.7.4. Coordination of Institutions
 - 12.7.5. Intervention Program for University Students
 - 12.7.6. Intervention Program for Young People with Training not Adapted to the Labor Market
 - 12.7.7. Intervention Program for Young People with Integration Difficulties
 - 12.7.8. Gender and Socioeconomic Variables in First Employment
 - 12.7.9. Employability Strategies
 - 12.7.10. Future Perspectives
 - 12.8. The Current Labor Market and Its New Requirements
 - 12.8.1. Historical Evolution of the Labor Market
 - 12.8.2. Evolution of Knowledge
 - 12.8.3. Importance of Socio-Emotional Skills
 - 12.8.4. Importance of Collaborative Learning
 - 12.8.5. Importance of Continuous Learning
 - 12.8.6. The New Role of Young People in Employment
 - 12.8.7. Promotion in Work
 - 12.8.8. Precarious Employment
 - 12.8.9. Education-Labor Market Mismatches
 - 12.8.10. Mismatches between University Skills and the Labor Market
 - 12.9. An Evolutionary Approach to Career Guidance
 - 12.9.1. Theoretical Framework: Ginzberg Model
 - 12.9.2. Early Childhood Stage
 - 12.9.3. Tentative Period
 - 12.9.4. Realistic Period
 - 12.9.5. Models of Transition to Working Life
 - 12.9.6. Career Development in the Business Environment
 - 12.9.7. Career Self-Development
 - 12.9.8. Professional Maturity and Outplacement
 - 12.9.9. Retirement and Career Guidance
- Module 13. Organizational Development of Guidance in Schools**
- 13.1. The Educational Center as an Area of Guidance Intervention
 - 13.1.1. The School as an Educational Organization: The Theory of School Organization
 - 13.1.2. Main Theories and Authors on School Organization (I): Classical Authors
 - 13.1.3. Main Theories and Authors on School Organization (II): Current Perspectives
 - 13.1.4. Culture and Organization of Schools

- 13.1.5. Decision-Making Bodies in Schools
- 13.1.6. The Center and the Classroom as Systems of Relationships
- 13.1.7. The School as a Community and as a Common Project
- 13.1.8. The Organizational Documents of the School
- 13.1.9. Guidance in the Center's Educational Project
- 13.1.10. Relevance of the Academic and Vocational Guidance Plan (POAP)
- 13.2. Organizational Structures of Guidance in Schools
 - 13.2.1. Main Organizational Structures of School Guidance
 - 13.2.2. Organization of school guidance in Early Childhood Education
 - 13.2.3. Organization of school guidance in Elementary Education
 - 13.2.4. Organization of school guidance in High Education
 - 13.2.5. Organization of school guidance in vocational training
 - 13.2.6. Organization of the Educational Guidance in University Education
 - 13.2.7. Organization of Educational Guidance in Adult Education Centers
 - 13.2.8. Organization of Educational Guidance in Special Education
 - 13.2.9. Organization of school guidance in Special Education Centers and Occupational Training Centers
 - 13.2.10. Organization of Counseling
- 13.3. Role and Position of Guidance Professionals in Schools
 - 13.3.1. The Systemic Approach in the Educational Sphere: The Center as a System
 - 13.3.2. Role and Position: The Counselor's Place in a School
 - 13.3.3. The Paradoxical Situation of the Guidance Counselor in the Educational Center
 - 13.3.4. The Magician without Magic (I): Towards an Operational Strategy for the School Counselor
 - 13.3.5. The Magician without Magic (II): Casuistic Exemplification of the Selvini Palazzoli Working Group
 - 13.3.6. The Magician without Magic (III): Current Case Exemplification
 - 13.3.7. The Educational Model of Guidance and the Collaborative Relationship
 - 13.3.8. Collaborative Strategies in School Counseling: Joint Problem-Solving
 - 13.3.9. From my Place (I): Why Is a Systemic Approach Important in Educational Guidance
 - 13.3.10. From my Place (II): I Like Being a Counselor
- 13.4. Vocational and Professional Guidance for Teachers within the functions of school guidance
 - 13.4.1. Academic and Vocational Fields: A Continuum Throughout Schooling
 - 13.4.2. Fundamental Principles in Academic and Career Guidance
 - 13.4.3. Functions of the school counselor related to Vocational and Professional Guidance for Teachers
 - 13.4.4. Educational and Professional Guidance Planning
 - 13.4.5. Intervention Strategies in Educational and Professional Guidance
 - 13.4.6. Can the Schooling Report and the Psycho-Pedagogical Assessment be Educational and Vocational Guidance Measures?
 - 13.4.7. Support in the Selection of Educational and Vocational Pathways in Compulsory Schooling
 - 13.4.8. Guidance Counseling as a Vocational Counseling Report
 - 13.4.9. Other Functions of the School Counselor
 - 13.4.10. The place of Vocational and Professional Guidance for Teachers within the functions of school guidance
- 13.5. Towards a Vocational and Professional Guidance Curriculum for Teachers in the School Environment
 - 13.5.1. Let's Build Vocations from the School Environment
 - 13.5.2. The educational counselor as a curator of relevant content in Vocational and Professional Guidance for Teachers
 - 13.5.3. Tools for the curation of Vocational and Professional Guidance related content for Teachers
 - 13.5.4. Student Concerns and Interests in Vocational and Professional Guidance for Teachers
 - 13.5.5. Towards a School Curriculum on Vocational Guidance (I): Objectives
 - 13.5.6. Towards a School Curriculum on Vocational Guidance (II): Contents
 - 13.5.7. Towards a School Curriculum on Vocational Guidance (III): Key Competencies
 - 13.5.8. Towards a School Curriculum on Vocational Guidance (IV): Standards and Assessment Criteria
 - 13.5.9. The Curriculum of Vocational Guidance within the Tutoring Action
 - 13.5.10. Vocational and Professional Guidance for Teachers as cross-cutting content
 - 13.5.11. Spaces and Times for Guidance in the School Day

- 13.6. From Educational Pathways to Professional Pathways: Developing a Professional Life Project
 - 13.6.1. Accompanying our students to find their 'Ikigai'
 - 13.6.2. Accompaniment in Self-Knowledge (I): Self-Concept
 - 13.6.3. Accompaniment in Self-Knowledge (II): Self-Competence and Self-Esteem
 - 13.6.4. Accompaniment in the Search and Knowledge of the Educational Offer (I): Itineraries and Modalities
 - 13.6.5. Accompaniment in the Search and Knowledge of the Educational Offer (II): Certificates
 - 13.6.6. Accompaniment in the Search and Knowledge of the Educational Offer (III): Study Plans
 - 13.6.7. Accompaniment in the Search and Knowledge of the Professional Offer (I): Qualifications
 - 13.6.8. Accompaniment in the Search and Knowledge of the Educational Offer (II): Professional Competencies
 - 13.6.9. Accompaniment in Making Vocational Decisions
 - 13.6.10. Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Students' Vocation or Future Profession
- 13.7. Building of Educational and Vocational Guidance Plan
 - 13.7.1. Introduction of Educational and Vocational Guidance Plan
 - 13.7.2. Basic Principles of the Introduction of Educational and Vocational Guidance Plan
 - 13.7.3. Objectives of the Educational and Vocational Guidance Plan
 - 13.7.4. Activities and Timing of the Educational and Vocational Guidance Plan
 - 13.7.5. Bibliographic Resources to Carry Out the Educational and Vocational Guidance Plan
 - 13.7.6. Digital Resources to Carry Out the Educational and Vocational Guidance Plan
 - 13.7.7. Audiovisual Resources to Carry Out the Educational and Vocational Guidance Plan
 - 13.7.8. Human Resources to Carry Out the Educational and Vocational Guidance Plan
 - 13.7.9. Examples for Improvement of the Educational and Vocational Guidance Plan
 - 13.7.10. Examples of Good Practice in Educational and Vocational Guidance Plan
- 13.8. Vocational and Professional Guidance Activities for Teachers from the Educational Center
 - 13.8.1. Classroom Activities (I): Research and Presentation of Information
 - 13.8.2. Classroom Activities (II): Involvement of Extracurricular Experts in the Classroom
 - 13.8.3. Classroom Activities (III): Thematic Units Within a Subject
 - 13.8.4. Extracurricular Activities (I): Vocational Choice Portfolio
 - 13.8.5. Extracurricular Activities (II): Guidance Days
 - 13.8.6. Extracurricular Activities (III): Projects and Companies
 - 13.8.7. Extracurricular Activities (IV): Simulation Games
 - 13.8.8. Extracurricular activities (IV): Service-Learning
 - 13.8.9. Coordinated Activities: Sponsors of Vocational Selection
 - 13.8.10. Other Vocational and Professional Guidance activities for Teachers from the educational center
- 13.9. Complementary actions outside the school to work on Vocational and Professional Guidance for Teachers
 - 13.9.1. Exploration of Family Members' Jobs
 - 13.9.2. Visit to Companies
 - 13.9.3. Shadowing: professional for a day
 - 13.9.4. Internships in Companies
 - 13.9.5. Job Fairs
 - 13.9.6. Educational Cooperation Programs
 - 13.9.7. Visit to the Employment Office or Local Employment Services
 - 13.9.8. Visits to Professional Associations
 - 13.9.9. Visits to Universities and Other Educational Centers
 - 13.9.10. Visits to Museums and Exhibitions
 - 13.9.11. Other complementary actions outside the school to work on Vocational and Professional Guidance for Teachers
- 13.10. Assessment and Improvement of the Educational and Professional Guidance Plan
 - 13.10.1. Change, Innovation and Improvement in Guidance
 - 13.10.2. Who Assesses the Educational and Professional Guidance Plan? Hetero-Assessment, Co-Assessment and Self-Assessment
 - 13.10.3. Formative or Summative Assessment of the Educational and Professional Guidance Plan?
 - 13.10.4. What Indexes Can Assess the Effectiveness of the Educational and Professional Guidance Plan
 - 13.10.5. Checklists for the Educational and Professional Guidance Plan
 - 13.10.6. Rubrics to Assess the Educational and Professional Guidance Plan
 - 13.10.7. Targets to Assess the Educational and Professional Guidance Plan
 - 13.10.8. Surveys and Written Forms to Assess the Educational and Professional Guidance Plan

- 13.10.9. Surveys and Digital Forms to Assess the Educational and Professional Guidance Plan
- 13.10.10. The Vocational Portfolio as an Assessment of Educational and Professional Guidance Plan

Module 14. Vocational and Career Guidance in the World

- 14.1. Towards a comparative view of Vocational and Professional Guidance for Teachers in the world: relevant variables
 - 14.1.1. What Does a Comparative View of Professional and Vocational Guidance Provide?
 - 14.1.2. Location and Designation of the Guidance Service
 - 14.1.3. Guidance Service Users
 - 14.1.4. Administrative Unit and Legislative Support
 - 14.1.5. Areas of Intervention of the Guidance Professional
 - 14.1.6. Functions, Objectives and Tasks
 - 14.1.7. Professional Profiles and Previous Training
 - 14.1.8. Ratios
 - 14.1.9. Relationship with Other Services
 - 14.1.10. Other Relevant Variables
- 14.2. Countries with a model of guidance services external to schools (Italy, Belgium ...)
- 14.2.1. Which Countries Maintain a Model of External Guidance Services?
- 14.2.2. Location and Designation of the Guidance Service
- 14.2.3. Guidance Service Users
- 14.2.4. Administrative Unit and Legislative Support
- 14.2.5. Areas of Intervention of the Guidance Professional
- 14.2.6. Functions, Objectives and Tasks
- 14.2.7. Professional Profiles and Previous Training
- 14.2.8. Ratios
- 14.2.9. Relationship with Other Services
- 14.2.10. Other Relevant Variables
- 14.3. Countries with a model of guidance services within educational institutions (Portugal, Ireland, Greece...)
- 14.3.1. Which Countries Maintain a Model of Guidance Services within Educational Institutions?
- 14.3.2. Location and Designation of the Guidance Service
- 14.3.3. Guidance Service Users
- 14.3.4. Administrative Unit and Legislative Support
- 14.3.5. Areas of Intervention of the Guidance Professional
- 14.3.6. Functions, Objectives and Tasks
- 14.3.7. Professional Profiles and Previous Training
- 14.3.8. Ratios
- 14.3.9. Relationship with Other Services
- 14.3.10. Other Relevant Variables
- 14.4. Countries with a mixed model of guidance services, inside and outside educational institutions (France, United Kingdom, Netherlands, Spain...)
- 14.4.1. Which Countries Maintain a Mixed Model of Guidance Services?
- 14.4.2. Location and Designation of the Guidance Service
- 14.4.3. Guidance Service Users
- 14.4.4. Administrative Unit and Legislative Support
- 14.4.5. Areas of Intervention of the Guidance Professional
- 14.4.6. Functions, Objectives and Tasks
- 14.4.7. Professional Profiles and Previous Training
- 14.4.8. Ratios
- 14.4.9. Relationship with Other Services
- 14.4.10. Other Relevant Variables
- 14.5. The IAEVG (International Association for Educational and Vocational Guidance) Model
- 14.5.1. The International Association for Educational and Vocational Guidance: Origin, Purpose and Mission
- 14.5.2. International competencies for guidance practitioners
- 14.5.3. Core Competencies of Guidance Professionals in the IAEVG model
- 14.5.4. IAEVGIA Specialized Competencies (I): Diagnosis
- 14.5.5. IAEVGIA Specialized Competencies (II): Educational Guidance
- 14.5.6. IAEVGIA Specialized Competencies (III): Career Development
- 14.5.7. Competencias especializadas AIOEP (IV): counseling
- 14.5.8. IAEVGIA Specialized Competencies (V): Information
- 14.5.9. IAEVGIA Specialized Competencies (VI): Consultation
- 14.5.10. IAEVGIA Specialized Competencies (VII): Research
- 14.5.11. IAEVGIA Specialized Competencies (VIII): Program and Service Management
- 14.5.12. IAEVGIA Specialized Competencies (IX): Community Development
- 14.5.13. IAEVGIA Specialized Competencies (X): Employment
- 14.5.14. IAEVGIA Ethical Standards

- 14.6. The ASCA (American Association for School Counseling) Model in the U.S. School Setting
 - 14.6.1. The ASCA National Model
 - 14.6.2. ASCA National Model School Counseling Programs
 - 14.6.3. Pillars of School Counseling in the ASCA National Model
 - 14.6.4. Application of the ASCA National Model for School Counseling
 - 14.6.5. School Counseling Management in the ASCA National Model
 - 14.6.6. Accountability in the ASCA National Model
 - 14.6.7. Some ASCA National Model Templates
 - 14.6.8. Recognized ASCA Model Program (RAMP)
 - 14.6.9. ASCA Ethical Standards
 - 14.6.10. ASCA Empirical Studies on School Counseling Effectiveness
- 14.7. The Competency Model of the Counselor from Chile
 - 14.7.1. Towards a Model of Competencies and Standards for Guidance Counselors in Chile (MINEDUC 2010)
 - 14.7.2. Generic Competencies for Counselors (I): Communication
 - 14.7.3. Generic Competencies for Counselors (II): Teamwork
 - 14.7.4. Generic Competencies for Counselors (III): Ability to Plan and Organize
 - 14.7.5. Generic Competencies for Counselors (IV): Innovation and Creativity
 - 14.7.6. Generic Competencies for Counselors (V): Commitment to Continuous Learning
 - 14.7.7. A Map of ICT Competencies for Counselors in Chile (I): Pedagogical Dimension
 - 14.7.8. A Map of ICT Competencies for Counselors in Chile (II): Technical Dimension
 - 14.7.9. A Map of ICT Competencies for Counselors in Chile (III): Management Dimension
 - 14.7.10. A Map of ICT Competencies for Counselors in Chile (IV): Social, Ethical and Legal Dimension
 - 14.7.11. A Map of ICT Competencies for Counselors in Chile (V): Dimension of Professional Development and Responsibility
- 14.8. The Bertelsmann Foundation's Model for Coordinated Career Guidance
 - 14.8.1. Leitfaden Berufsorientierung: Guidelines for Vocational Guidance of the Bertelsmann Foundation
 - 14.8.2. Objectives and Principles of Coordinated Vocational Guidance: for Youth Employment
 - 14.8.3. Quality Management System for Career Guidance Coordinated from the School Setting
 - 14.8.4. Professional Guidance Planning in the School Setting
 - 14.8.5. Application for Professional Guidance in the School Environment
 - 14.8.6. Main Dimensions of Quality for the Organization of Career Guidance Actions
 - 14.8.7. How to Professionally Guide Children
 - 14.8.8. The Teacher as an Ally in Professional Guidance
 - 14.8.9. Support for Dual Vocational Training
 - 14.8.10. For Youth Employment: Present and Future
 - 14.8.11. Recognition and impact of the Bertelsmann Foundation's coordinated career guidance model
- 14.9. Ratios of Users per Professional in the World: The Demand of 1:250
 - 14.9.1. Is the Ratio of Users served by a Counselor so Relevant?
 - 14.9.2. Some International Data on the Ratio of Users per Counselor
 - 14.9.3. Some of Spain Data on the Ratio of Users per Counselor BORRAR
 - 14.9.4. 1:250: The Demand for 1 Counselor for every 250 Students
 - 14.9.5. Some Initiatives to Reclaim the 1:250 Ratio
 - 14.9.6. Relationship of the Ratio to other Relevant Variables in Guidance
 - 14.9.7. Organizational Models of Guidance and Recommended Ratio
 - 14.9.8. When the Ratio is Excessive: The Case of the Elastic Counselor
 - 14.9.9. Elastic Counselor Responses (I): Priority Lines of Action
 - 14.9.10. Elastic Counselor Responses (II): Task and Project Management
- 14.10. SWOT Analysis: Weaknesses, Threats, Strengths and Opportunities of Each Guidance Model
 - 14.10.1. What is and Why Conduct a SWOT Analysis of Different Organizational Models of Guidance?
 - 14.10.2. SWOT Analysis of External Guidance Services
 - 14.10.3. SWOT Analysis of Guidance Services in Educational Centers
 - 14.10.4. SWOT Analysis of Mixed Guidance Services
 - 14.10.5. SWOT Analysis of the IAEVGEA Model
 - 14.10.6. SWOT Analysis of the ASCA Model
 - 14.10.7. SWOT Analysis of Chile's Competency Model
 - 14.10.8. SWOT Analysis of the Bertelsmann Foundation's Coordinated Career Guidance Model
 - 14.10.9. What Conclusions Can We Draw From These SWOT Analyses?
 - 14.10.10. How to Determine the Most Appropriate Organizational Model for My Situation and Context?

Module 15. Development of Emotional Intelligence in Career Guidance

- 15.1. Theoretical Basis: Why is Emotional Intelligence Necessary?
 - 15.1.1. Definition of the Concept of Emotional Intelligence
 - 15.1.2. Elements of Emotional Intelligence
 - 15.1.3. Emotional Intelligence and Education
 - 15.1.4. Emotional Education and Basic Competencies
 - 15.1.5. The Delors Report (UNESCO 1996)
 - 15.1.6. Family and Emotional Education
 - 15.1.7. Emotional Competencies
 - 15.1.8. Ideal Environments
 - 15.1.9. Principles, Values and Virtues
 - 15.1.10. Roadmap in Emotional Intelligence
- 15.2. Self-Knowledge and Management of Emotions
 - 15.2.1. Human Dimension, Self-Knowledge
 - 15.2.2. What are Feelings?
 - 15.2.3. Expression in the Body
 - 15.2.4. Rational Expression
 - 15.2.5. What are Emotions
 - 15.2.6. Basic Emotions
 - 15.2.7. Expression of Emotion
 - 15.2.8. Self-Confidence
 - 15.2.9. Self-Concept Application Models
 - 15.2.10. Self-Care
- 15.3. Emotional Intelligence in Adolescence
 - 15.3.1. Stages of Development, the Child Grows Emotionally. Life Cycle
 - 15.3.2. Virginia Satir, Family Model
 - 15.3.3. From the Family to the Individual
 - 15.3.4. Emotional Characteristics of the Adolescent
 - 15.3.5. Emotional Perception
 - 15.3.6. Adolescent Emotional Domains
 - 15.3.7. Skills Development
 - 15.3.8. Social Stress
 - 15.3.9. Visualization of Goals
 - 15.3.10. Application Models
- 15.4. Empathy, Leadership and Emotional Regulation
 - 15.4.1. Our Brain, Cerebral Hemispheres
 - 15.4.2. Rational vs Emotional Intelligence
 - 15.4.3. The self and the other
 - 15.4.4. Assertiveness as a Way of Life, Emotional Regulation
 - 15.4.5. Basic Beliefs, our Map of How We View Life
 - 15.4.6. Knowing My Personal Goals
 - 15.4.7. Recognizing Personal Skills
 - 15.4.8. True Success
 - 15.4.9. Competencies to be Developed
 - 15.4.10. Real Knowledge of Limiting Beliefs
 - 15.4.11. Application Models
- 15.5. Development of Social Skills
 - 15.5.1. Educating for Social Relationships
 - 15.5.2. Direct Experience
 - 15.5.3. Imitation
 - 15.5.4. Reinforcements
 - 15.5.5. Raise the Level of Social Competence
 - 15.5.6. Conflict Resolution
 - 15.5.7. Stress Management
 - 15.5.8. Disruptive Behaviors
 - 15.5.9. Communication
 - 15.5.10. Application Models
- 15.6. Implications for Employment
 - 15.6.1. Individuation Period
 - 15.6.2. Intellectual Development
 - 15.6.3. Physical development
 - 15.6.4. Development of a Way of Life
 - 15.6.5. Personality Development
 - 15.6.6. Vocational Orientation
 - 15.6.7. Potential and Challenge
 - 15.6.8. Education and Training
 - 15.6.9. Application Models

- 15.7. Enthusiasm and Motivation
 - 15.7.1. Initial Enthusiasm and Sustained Motivation
 - 15.7.2. Definition of Neurological Levels
 - 15.7.3. Generate Self-Esteem
 - 15.7.4. On the Way to Your Goal
 - 15.7.5. Problem Solving
 - 15.7.6. Self-Motivation: Strengths
 - 15.7.7. Motivation in the Classroom: Cultivating Curiosity
 - 15.7.8. Professional Interests
 - 15.7.9. Tolerance to Failure
 - 15.7.10. Application Models
- 15.8. Emotional Management
 - 15.8.1. Perception, the Map of Seeing Life, Analysis of the Emotional Situation
 - 15.8.2. Observation of the Ambioema
 - 15.8.3. Detection of Limiting Beliefs
 - 15.8.4. Emotions for Life
 - 15.8.5. Stress, Concept, Symptoms and Types
 - 15.8.6. Managing Stress
 - 15.8.7. Sustaining Emotion
 - 15.8.8. Resilience
 - 15.8.9. Expression Channels
 - 15.8.10. Application Models
- 15.9. The Development of Attitudes and Competencies for the Work Environment
 - 15.9.1. What are Job Competencies?
 - 15.9.2. Competency Standards
 - 15.9.3. Occupational Profiles
 - 15.9.4. Employability Skills
 - 15.9.5. Attitudes towards Employability: Social, and Work Attitudes
 - 15.9.6. Affective, Cognitive and Behavioral Components of Attitudes
 - 15.9.7. Attitude Change: Congruent and Incongruent
 - 15.9.8. Most Valued Social Skills with Respect to Employability
 - 15.9.9. Personal Map of Attitudes and Competencies
 - 15.9.10. Application Models
- 15.10. Resources in Primary Education: An Evolutionary Approach
 - 15.10.1. Identification of Emotions
 - 15.10.2. The Self and the Other
 - 15.10.3. Emotional Environment
 - 15.10.4. Description of the Child's Environment: Expression Channels
 - 15.10.5. Self-concept
 - 15.10.6. Development of Self-Esteem
 - 15.10.7. Enhancing the Expression of Emotions, Assertiveness
 - 15.10.8. Intervention Strategies in Emotional Education
 - 15.10.9. Development of Emotional Competencies
 - 15.10.10. Application Models

Module 16. Development of Professional Skills in Career Guidance

- 16.1. Employability Model
 - 16.1.1. Current Economic Context
 - 16.1.2. Employment in the 21st Century
 - 16.1.3. Self-Knowledge
 - 16.1.4. The Vision
 - 16.1.5. The Mission
 - 16.1.6. Definition of Objectives
 - 16.1.7. New Work Models
 - 16.1.8. Roadmap
 - 16.1.9. Personal Branding
- 16.2. Development of Competencies
 - 16.2.1. Characteristics of the Competencies
 - 16.2.2. Capabilities, Skills and Competencies
 - 16.2.3. Competencies that will be in demand in the 21st Century
 - 16.2.4. Personal Competencies
 - 16.2.5. Professional Competencies

- 16.2.6. Competency Training
- 16.2.7. Maturity Levels of a Competency
- 16.2.8. Assessment of Competencies (Indicators)
- 16.3. Collaborative Work
 - 16.3.1. Teamwork
 - 16.3.2. Characteristics of Collaborative Work
 - 16.3.3. The Power of Teamwork
 - 16.3.4. Structures and Models for Collaborative Work
 - 16.3.5. Communities of Practice
 - 16.3.6. Tools for Collaborative Work
 - 16.3.7. Empathy
 - 16.3.8. Assertiveness
 - 16.3.9. Trust
 - 16.3.10. Self-organized Teams
- 16.4. Project Work
 - 16.4.1. Work Models
 - 16.4.2. Results Oriented
 - 16.4.3. Organization of Work
 - 16.4.4. Project definition
 - 16.4.5. Project Life Cycle
 - 16.4.6. Project Management
 - 16.4.7. The figure of the Project Manager
 - 16.4.8. Methodologies for Project Management
 - 16.4.9. Difference between Project Development and Product Development
 - 16.4.10. Product Design and Creation
- 16.5. Communication
 - 16.5.1. Basic Characteristics of Communication
 - 16.5.2. Effective Communication
 - 16.5.3. Active Listening
 - 16.5.4. Intrapersonal Communication
 - 16.5.5. Interpersonal Communication
 - 16.5.6. On-line interpersonal communication (e-mail, social networks)
 - 16.5.7. Effective Presentations
 - 16.5.8. Visual Communication
 - 16.5.9. Body Communication (Non-Verbal Language)
 - 16.5.10. Speaking in Public
- 16.6. Adaptation to Change
 - 16.6.1. Context and Basic Concepts
 - 16.6.2. Main Characteristics of Adaptation to Change
 - 16.6.3. Unlearning to Relearn
 - 16.6.4. Flexibility and Versatility
 - 16.6.5. Change Management Process
 - 16.6.6. Factors Favoring Adaptation to Change
 - 16.6.7. Negative Factors or Factors that do not Help Adaptation to Change
 - 16.6.8. Comfort Zone
 - 16.6.9. The Everett Rogers Curve
 - 16.6.10. Moore's Law
- 16.7. Business Models
 - 16.7.1. Definition and Fundamental Concepts
 - 16.7.2. Business Canvas I
 - 16.7.3. Business Canvas II
 - 16.7.4. Examples of Business Model
 - 16.7.5. Innovation
 - 16.7.6. Innovative Business Models
 - 16.7.7. Basic Organizational Models
- 16.8. Entrepreneurship
 - 16.8.1. Personal Business Models
 - 16.8.2. Startups
 - 16.8.3. Strategic Business Planning
 - 16.8.4. Lean Canvas
 - 16.8.5. Lean startup method
 - 16.8.6. Internet strategy (Digital business, Digital marketing)
 - 16.8.7. Entrepreneurship Skills
 - 16.8.8. Social Entrepreneurship
 - 16.8.9. Corporate Enterprise
 - 16.8.10. The concept of Value Contribution

- 16.9. Leadership
 - 16.9.1. What is Leadership?
 - 16.9.2. What Does It Take to Be a Leader?
 - 16.9.3. Types of Leadership
 - 16.9.4. Self-Leadership
 - 16.9.5. Mindfulness
 - 16.9.6. Tribes
 - 16.9.7. Followers
 - 16.9.8. Feedback
 - 16.9.9. Coaching
 - 16.9.10. Emotional Intelligence
 - 16.10. Creativity Development
 - 16.10.1. Fundamental Concepts
 - 16.10.2. Factors that Favor the Development of Creativity
 - 16.10.3. Factors that do not Favor Creativity
 - 16.10.4. Lateral Thinking
 - 16.10.5. Exploration and Management of Ideas
 - 16.10.6. Development and Monitoring of Ideas
 - 16.10.7. Divergent Thinking
 - 16.10.8. Convergent Thinking
- Module 17. Decision-making I: who you are to know what you want**
- 17.1. Theories in Decision-Making. The Non-Decision
 - 17.1.1. Introduction
 - 17.1.2. Decision-Making Concept
 - 17.1.3. Approaches to Decision-Making
 - 17.1.4. Explanatory Models of How Decisions are Made
 - 17.1.5. Individual Variables in Decision-Making
 - 17.1.6. Learning How to Make Decisions
 - 17.1.7. Teaching How to Make Decisions
 - 17.1.8. Programs to Teach Decision-Making
 - 17.1.9. Group Decision-Making
 - 17.1.10. The Non-Decision
 - 17.2. A Practical Model for Professional Decisions: Heart, Head and Feet
 - 17.2.1. Introduction
 - 17.2.2. Theoretical Basis of the Model
 - 17.2.3. Heart: Who are you?
 - 17.2.4. Head: What does the world offer and what does it want?
 - 17.2.5. Feet: Planning for the future
 - 17.2.6. Individual Development Plan
 - 17.2.7. Individual Implementation
 - 17.2.8. Group Implementation
 - 17.2.9. Integration in Educational Centers
 - 17.2.10. Conclusions
 - 17.3. Motivation and Vocational Decision. Vital Moment
 - 17.3.1. Introduction
 - 17.3.2. The Behavioral Approach
 - 17.3.3. Social Approach
 - 17.3.4. Cognitive Approach
 - 17.3.5. Humanistic Approach
 - 17.3.6. The Psychoanalytic Point of View in Vocational Selection
 - 17.3.7. Motivation in Adolescents
 - 17.3.8. Current Social and Family Variables
 - 17.3.9. Role of the Counselor and Tutor
 - 17.3.10. Motivational Resources
 - 17.4. Skills: Diagnosis and integration in the model
 - 17.4.1. What Are Skills?
 - 17.4.2. Verbal Aptitude
 - 17.4.3. Numerical Aptitude
 - 17.4.4. Spatial Aptitude
 - 17.4.5. Mechanical Aptitude
 - 17.4.6. Memory
 - 17.4.7. Concentration

- 17.4.8. Other Skills
- 17.4.9. Assessment by Test
- 17.4.10. Self-Diagnosis of Skills
- 17.4.11. Integration in the C.C.C.P. model
- 17.5. What are Multiple Intelligences and their Correlation with Professions?
 - 17.5.1. Introduction
 - 17.5.2. What are Multiple Intelligences?
 - 17.5.3. Visuospatial Intelligence
 - 17.5.4. Linguistic Intelligence
 - 17.5.5. Logical-Mathematical Intelligence
 - 17.5.6. Naturopathic Intelligence
 - 17.5.7. Musical Intelligence
 - 17.5.8. Body-Kinesthetic Intelligence
 - 17.5.9. Interpersonal Intelligence
 - 17.5.10. Intrapersonal Intelligence
 - 17.5.11. Assessment of Multiple Intelligences
 - 17.5.12. Integration in the C.C.C.P. model
- 17.6. Personality Associated with Professional Profiles
 - 17.6.1. Personality Models
 - 17.6.2. Personality in Adolescents
 - 17.6.3. Self-Concept and Vocational Maturity
 - 17.6.4. Personality Variables Relevant to Vocational Choice
 - 17.6.5. The Holland's Model
 - 17.6.6. Personality Associated with High School Modalities
 - 17.6.7. Personality Associated with Professions
 - 17.6.8. Personality Assessment Resources
 - 17.6.9. Case Study
 - 17.6.10. Integration in the C.C.C.P. model
- 17.7. Talent as differentiation and opportunity
 - 17.7.1. Introduction
 - 17.7.2. Concept of Talent





- 17.7.3. Talent Development
- 17.7.4. Talent and Academic Achievement
- 17.7.5. Talent and High Abilities
- 17.7.6. Talent and Professional Competencies
- 17.7.7. Resources to Help Them Discover Their Talents
- 17.7.8. Talent Detection
- 17.7.9. Cases of Talented Adolescents
- 17.7.10. Integration in the C.C.C.P. model
- 17.8. Vocational Values. What Do They Want to Work For?
 - 17.8.1. Introduction
 - 17.8.2. Concept of Vocational Values
 - 17.8.3. Values and the Current Work Environment
 - 17.8.4. Importance for Selection
 - 17.8.5. Values and Family
 - 17.8.6. Values and Gender
 - 17.8.7. Ceres Classification
 - 17.8.8. Values Associated with Professions
 - 17.8.9. Values as a Basis for a Life Path
 - 17.8.10. Integration in the C.C.P Model C.C.P
- 17.9. Level of Effort and Study Habits
 - 17.9.1. Introduction
 - 17.9.2. Importance of the Academic Record
 - 17.9.3. Models for Gathering Information
 - 17.9.4. Study Habits
 - 17.9.5. Assessment and Corrective Measures of Study Habits
 - 17.9.6. Study Techniques; Classroom Teaching
 - 17.9.7. Academic Effort and Performance
 - 17.9.8. School Failure: Relevant Variables
 - 17.9.9. Family and School Performance
 - 17.9.10. Integration in the C.C.P Model C.C.P
- 17.10. Specific Resources for Self-Knowledge
 - 17.10.1. Comillas University Orion Program
 - 17.10.2. Incomplete Questioning Techniques
 - 17.10.3. Group and Individual Personality Dynamics

- 17.10.4. Mentor Dynamics: Limiting Beliefs
- 17.10.5. Systematic Relaxation and Talent
- 17.10.6. Dynamics to Discover Professional Values
- 17.10.7. Vocational Guidance Test on the Web
- 17.10.8. Integration with the CCP Model

Module 18. Decision-Making II: The Search for Information and How to Get What You Want

18.1. Development of Active Information Seeking Competence

- 18.1.1. The Digital Era and the Internet
- 18.1.2. Young People and New Technologies
- 18.1.3. Critical Thinking
- 18.1.4. Active Learning
- 18.1.5. 10 Skills to Develop this Competency
- 18.1.6. Classroom Resources
- 18.1.7. Technical Resources
- 18.1.8. The Importance of Information in Vocational Selection
- 18.1.9. Integration with the C.C.C.P Model

18.2. Professional Families First Approach to Vocational Selection

- 18.2.1. Introduction
- 18.2.2. Concept of Professional Family
- 18.2.3. Different Classifications
- 18.2.4. A Concrete Classification Model: Theoretical Rationale
- 18.2.5. Experimental Science Family
- 18.2.6. Applied Technique Family
- 18.2.7. Healthcare Family
- 18.2.8. Business and Economics Family
- 18.2.9. Administrative Activities Family
- 18.2.10. Law and Counseling Family
- 18.2.11. Protection and Security Family
- 18.2.12. Humanistic-Social Family
- 18.2.13. Communication Family
- 18.2.14. Teaching and Guidance Family

- 18.2.15. Languages Family
- 18.2.16. Film and Theater Family
- 18.2.17. Music Family
- 18.2.18. Plastic Arts Family
- 18.2.19. Aesthetics Family
- 18.2.20. Farming Family
- 18.2.21. Sports Family
- 18.2.22. Religious Activities Family
- 18.2.23. Integration in the C.C.C.P. model

18.3. Academic options: degrees, VET and Special Education

- 18.3.1. What are university degrees?
- 18.3.2. Vocational training: past, present and future
- 18.3.3. Special Education: an option
- 18.3.4. Access to the Different Options
- 18.3.5. The University Access System
- 18.3.6. Weighting of subjects in the EBAU
- 18.3.7. Access to vocational training
- 18.3.8. Variables to be Considered by the Student when Faced with Different Educational Options
- 18.3.9. Interviews with People Studying the Educational Option to be Appraised
- 18.3.10. Integration with the C.C.C.P Model

18.4. Career Opportunities of the Educational Options

- 18.4.1. Introduction
- 18.4.2. The new professional opportunities of the 21st Century
- 18.4.3. Importance of the Socioeconomic Context
- 18.4.4. The Study of Career Opportunities Based on Educational Options
- 18.4.5. New Market Trends in Traditional Careers
- 18.4.6. Employability of Educational Options
- 18.4.7. Employability of Career Opportunities
- 18.4.8. Access to the Different Professional Opportunities
- 18.4.9. Classroom Resources for Researching Career Opportunities
- 18.4.10. Integration in the CCP Model

- 18.5. The Individual Context. Reality Itself
 - 18.5.1. Family Socioeconomic Context
 - 18.5.2. Levels of Autonomy
 - 18.5.3. Level of Motivation and Effort
 - 18.5.4. Capabilities and Skills
 - 18.5.5. Level of Vocational Maturity
 - 18.5.6. Personality
 - 18.5.7. Personal Variables: The Diversity
 - 18.5.8. Information Gathering and the Role of the Counselor
 - 18.5.9. Integration in the CCP Model
- 18.6. Research on the Factors that Define the Labor Reality
 - 18.6.1. Introduction
 - 18.6.2. Study of the Functions and Tasks in a Specific Career Path
 - 18.6.3. Remuneration of Professions
 - 18.6.4. Promotion and Professional Development
 - 18.6.5. Associated Work Climate
 - 18.6.6. Lifestyle Associated with the Professions: Schedules, Availability, Mobility
 - 18.6.7. Professions and Gender
 - 18.6.8. Structured Interview to Gather Information
 - 18.6.9. Networked Resources for Research
 - 18.6.10. Integration in the C.C.C.P. model
- 18.7. Individual Vocational Selection. Fitting the Puzzle
 - 18.7.1. SWOT Methodology for Individual Decision-Making
 - 18.7.2. Student Strengths
 - 18.7.3. Student Weaknesses
 - 18.7.4. Threats of Valued Professions
 - 18.7.5. Career Options Opportunities
 - 18.7.6. Individual Reflection
 - 18.7.7. Assessment of the Degree of Certainty in Vocational Decision-Making
 - 18.7.8. Interview with the Student and the Role of the Counselor
 - 18.7.9. Integration in the C.C.C.P. model
- 18.8. Family Interview, Model and Advantages
 - 18.8.1. Introduction
 - 18.8.2. Approaches to Family Interviewing
 - 18.8.3. Group Workshops for Parents on Vocational Selection
 - 18.8.4. Family Influence on Final Decision-Making
 - 18.8.5. Communication of the Interview
 - 18.8.6. Structured Interview Format
 - 18.8.7. Development of the Family Interview
 - 18.8.8. Diversity in Student and/or Family
 - 18.8.9. Advantages of the Family Interview
 - 18.8.10. Integration in the C.C.C.P. model
- 18.9. An Individual Development Plan: Creating a Career-Focused CV during Academic Training
 - 18.9.1. Concept of Individual Development Plan
 - 18.9.2. Extracurricular Knowledge
 - 18.9.3. Digital and Computer Skills
 - 18.9.4. Language:
 - 18.9.5. Volunteerism
 - 18.9.6. Previous Work Experience
 - 18.9.7. Generic Competencies for the First Job with a Career Focus
 - 18.9.8. Specific Competencies of Professional Areas
 - 18.9.9. Emotional Intelligence and Profession
 - 18.9.10. Integration in the C.C.C.P. model
- 18.10. Specific Resources for Information Search
 - 18.10.1. Introduction
 - 18.10.2. Academic Research
 - 18.10.3. Universities, vocational training centers and special education institutions
 - 18.10.4. Study Abroad
 - 18.10.5. Labor Market Trends
 - 18.10.6. Career Opportunities
 - 18.10.7. Employability
 - 18.10.8. Remuneration
 - 18.10.9. Testimonials and Online Forums
 - 18.10.10. Integration in the CCP Model

Module 19. Vocational and Professional Orientation for P.F. Teachers

- 19.1. The Orientation and Training Department and its Functions
 - 19.1.1. Functions Established in Current Regulations
 - 19.1.2. Functions established in the regulations for Integrated Vocational Training Centers
 - 19.1.3. New LOMCE Subjects and Teaching Attribution BORRAR
 - 19.1.4. Functions of Orientation and Training Teachers in Vocational Training Centers in the Basque Country
 - 19.1.5. Functions of Orientation and Training Teachers in Dual Vocational Training (in Some Communities)
 - 19.1.6. Origins of the FOL department, its separation from the Guidance department
 - 19.1.7. Labor Exchanges and Orientation and Training Department
 - 19.1.8. The collaboration of the FOL department and the Guidance department in secondary schools
 - 19.1.9. The Validation of Subjects and its Impact on the Orientation and Training Department
 - 19.1.10. Requests to Educational Administrations by Orientation and Training Teachers to Change the Current Framework
- 19.2. Tutorial action: FCT and FP Dual tutors
 - 19.2.1. Functions of the Workplace Training Tutors Established in the Current Regulations
 - 19.2.2. Functions of the Vocational Training Tutors Established in the Current Regulations
 - 19.2.3. Workplace Training Face-To-Face Tutoring
 - 19.2.4. The Current Problems of the Workplace Training (Withdrawal of Financial Resources from Collaborating Companies)
 - 19.2.5. Company Recruitment and Visits Prior to the Signing of Agreements
 - 19.2.6. The Signing of Agreements and the Assignment of Internships Based on Transcript of Records or Other Criteria
 - 19.2.7. The Tutor's Follow-up of the Work Carried Out in the Company
 - 19.2.8. Training Agreements in Dual Vocational Training
 - 19.2.9. The Tutoring of Internships in Dual Vocational Training and its Problems
 - 19.2.10. The Selection of Candidates to Take Part in a Dual Vocational Training Program, Casuistry by Autonomous Community BORRAR
- 19.3. The transversal module in all the VET cycles called FOL: Vocational and Professional Orientation for Teachers in this module
 - 19.3.1. The Study of the Training Cycle: Regulatory Regulations, Educational and Vocational Levels
 - 19.3.2. Identification of training itineraries related to the title of the training cycle
 - 19.3.3. Continuing Education for the Graduate's Work and Professional Career: Assessment of its Importance
 - 19.3.4. Professional Options: Definition and Analysis of the Professional Sector of the Training Cycle Title
 - 19.3.5. Employers in the Sector: Public Employers, Private Employers and Possibility of Self-Employment
 - 19.3.6. Process, Techniques and Tools for Job Search and Recruitment in Small, Medium and Large Companies in the Sector
 - 19.3.7. System of access to public employment in positions suitable for graduates of the cycle
 - 19.3.8. Internet Resources in the Field of Guidance
 - 19.3.9. Professional Career based on the Analysis of Personal Interests, Aptitudes and Motivations: Self-Knowledge and Professional Potential
 - 19.3.10. Actions Most Commonly Used by Orientation and Training Teachers in Schools Throughout Spain
- 19.4. The transversal module in most of the VET cycles called EIE: Vocational and Professional Orientation for Teachers in this module
 - 19.4.1. The Development of Creativity and a Spirit of Innovation to Respond to Challenges in the Processes and Organization of Work and Personal Life
 - 19.4.2. Informed Decision-Making
 - 19.4.3. The Development of Leadership, Motivation, Supervision and Communication Techniques in Group Work Contexts
 - 19.4.4. Communication Strategies and Techniques
 - 19.4.5. Procedures related to the Entrepreneurial, Business and Professional Initiative Culture
 - 19.4.6. Rights and Duties as an Active Agent in Society
 - 19.4.7. The business project through the so-called "Business Plan"
 - 19.4.7.1. New Forms of Collaborative Economy and their Impact on Self-Employment
 - 19.4.8. Social Entrepreneurship
 - 19.4.9. Actions Most Commonly Used by Teachers of Business and Entrepreneurship in Schools Throughout Spain

- 19.5. The Vocational Guidance System via Employment Exchanges in Vocational Training. (Job Search)
 - 19.5.1. The System of Labor Exchanges in the University Sector
 - 19.5.2. Employment Agencies and their Linkage with Training Entities
 - 19.5.3. The lack of "professionalization" of the FP labor exchange system
 - 19.5.4. The example of good practice on the web: empleaFP (set up by FPempresa)
 - 19.5.5. Job vacancies at the Hotel and Tourism Schools
 - 19.5.6. Examples of Labor Exchanges that, in Addition to Intermediation, also Carry Out Career Guidance Actions
 - 19.5.7. The department of "relations with companies" that some centers have to provide solutions to FCT + FP Dual + Job Placement
 - 19.5.8. Open Days
 - 19.5.9. European Vocational Training Week
 - 19.5.10. Department of Information and Vocational Guidance of the Vocational Education and Training Integrated Centers
- 19.6. The Vocational Guidance System via Business Incubators in Vocational Education and Training
 - 19.6.1. The System of Business Incubators at the University Level
 - 19.6.2. Business Incubators Promoted by City Halls
 - 19.6.3. The lack of "professionalization" of the business incubator system in VET
- 19.7. The approach to career guidance through the FOL module: New Trends
 - 19.7.1. Personal Branding
 - 19.7.2. Professional Social Networks
 - 19.7.3. Networking Events
 - 19.7.4. The Personal Learning Environment (MOOCs and NOOCs)
 - 19.7.5. The Personal Learning Network (Social Networking Groups)
 - 19.7.6. Professional Communities in the Network
 - 19.7.7. Serious games and game-based selection dynamics
 - 19.7.8. The Personal Web (Positioning and References)
 - 19.7.9. The Portfolio of Completed Projects
 - 19.7.10. Youtube or the resizing of the video-CV
- 19.8. Transition to adult life thanks to the FOL module: Practical examples (Care for people at risk of social exclusion)
 - 19.8.1. The Phenomenon of Long-Term Unemployment and Vocational Education Training
 - 19.8.2. Disadvantaged groups and their integration through Basic Vocational Education and Training
 - 19.8.3. Dropping Out of School and Returning to the Classroom through Intermediate Vocational Training
 - 19.8.4. The Training and Job Orientation Module as an Aid to Social Integration
 - 19.8.5. The Training and Job Orientation Module and Employment of People with Disabilities
 - 19.8.6. The Training and Job Orientation Module and Bridging the Gender Gap
 - 19.8.7. The Work of Vocational Family Departments in Social Integration
 - 19.8.8. Collaboration between the Guidance Department and the Training and Job Orientation Department in Vocational Education Training Dissemination Activities (European VET Week)
- 19.9. The promotion of entrepreneurship in vocational training: The EIE module, new trends
 - 19.9.1. Lean Startup in entrepreneurial education
 - 19.9.2. Design thinking techniques applied to the EIE module
 - 19.9.2.1. Public Initiative Entrepreneurship Programs
 - 19.9.3. Private Initiative Entrepreneurship Programs
 - 19.9.4. The entrepreneurial selfie project (SELFIE Entrepreneur)
 - 19.9.5. The Initiation to the Entrepreneurial and Business Activity Elective and its Link to Financial Education
 - 19.9.6. The Integration of Business and Entrepreneurship with Other Modules, the Example of the Methodological Use of SCRUM (Giner de los Ríos Prize)
 - 19.9.7. The elevator pitch and its importance in entrepreneurship
 - 19.9.8. Storytelling Video Editing Techniques
 - 19.9.9. Tools for Project Prototyping
- 19.10. Soft skills through the FOL and EIE modules
 - 19.10.1. The FOL module and the contents related to soft skills. (Background in the Missing Relationships in the Work Environment Module)
 - 19.10.2. Communication, Leadership, Negotiation and Teamwork as Essential Contents in the Vocational Education and Training Module
 - 19.10.3. Coaching as an Ally of the Vocational Education and Training Module
 - 19.10.4. Digital Skills through the Vocational Education and Training Module
 - 19.10.5. Learning and Employment Opportunities in Europe
 - 19.10.6. Training for selection processes by FOL faculty
 - 19.10.7. The Didactic Use of Recommended Readings to Work on Skills and Attitudes in the Vocational Education and Training Module
 - 19.10.8. Cinema and FOL, a very useful relationship for working on emotional skills
 - 19.10.9. The IBERICUS Project, a National Alternative to Erasmus BORRAR
 - 19.10.10. Entrepreneurship Contests and their Impact on Students

Module 20. Guidance for Inclusion Vocational and Professional Guidance for Teachers for Inclusion

- 20.1. Theoretical Framework: Theoretical Framework: the Concept of Diversity, Inclusion and Inclusive Guidance
 - 20.1.1. From Special Education to Diversity Care
 - 20.1.2. From Attention to Diversity to Inclusive Education
 - 20.1.3. Attention to Diversity within the Framework of the European Union
 - 20.1.4. Concept of Diversity from an Employability Perspective
 - 20.1.5. Concept of Educational and Labor Inclusion
 - 20.1.6. Educational Legislation in Spain with Respect to Educational Inclusion BORRAR
 - 20.1.7. Inclusive Guidance, a Lifelong Process
 - 20.1.8. Inclusive Guidance, School, Work and the Environment
 - 20.1.9. Inclusive Guidance, Differentiated Needs
 - 20.1.10. Keys to an Inclusive Guidance
- 20.2. Knowledge of the Different Diversity Profiles for Guidance
 - 20.2.1. The Educational Response to Diversity
 - 20.2.2. Curricular Adaptations for Obtaining the Compulsory High School Diploma
 - 20.2.3. Understanding the Diversity of Cognitive, Emotional and Affective Processes on which Learning is Based
 - 20.2.4. Diversity and Educational Inclusion Plan
 - 20.2.5. Students with Attention Deficit and Hyperactivity Disorder
 - 20.2.6. Students with Autism Spectrum Disorder
 - 20.2.7. Students with learning difficulties (dyslexia, dysorthography...)
 - 20.2.8. Students with Intellectual Disabilities
 - 20.2.9. Students with Mental Disorders
 - 20.2.10. Students with Sensory Disabilities
- 20.3. Functional Diversity as Seen from its Potential
 - 20.3.1. Definition of Functional Diversity
 - 20.3.2. Types of Functional Diversity
 - 20.3.3. Identity and Intellectual Functional Diversity
 - 20.3.4. Inclusive Education and Higher Education from the Point of View of Students with Functional Diversity
 - 20.3.5. Socio-Occupational Training of Students with Functional Diversity
 - 20.3.6. The Role of Vocational Training in the Social and Labor Inclusion of Young People with Intellectual Functional Diversity
 - 20.3.7. Indicators to Identify the Potential of People with Functional Diversity
 - 20.3.8. Labor Inclusion of People with Functional Diversity
 - 20.3.9. Professional Guidance for Students with Functional Diversity in High School
 - 20.3.10. Professional Guidance for Students with Functional Diversity in University
- 20.4. General Actions in Vocational Guidance for Students with Different Difficulties: ADHD, ASD, dyslexia
 - 20.4.1. Pre-Vocational Initiation
 - 20.4.2. Vocational Decision and Involvement
 - 20.4.3. Vocational Decision Processes
 - 20.4.4. Difficulty and Pressure
 - 20.4.5. Professional Counseling
 - 20.4.6. Market Knowledge
 - 20.4.7. Decision-Making Strategies
 - 20.4.8. Facilitating Self-Awareness and the Ability to Make Choices
 - 20.4.9. Provide Information to Trainee and Families
 - 20.4.10. Encourage Personal Interests
- 20.5. Tools for Inclusive Guidance
 - 20.5.1. How to Guide People with Learning Difficulties
 - 20.5.2. Professional orientation for people with specific educational support needs (ASD, ADHD, Dyslexia,...)
 - 20.5.3. Professional Guidance for People with Intellectual Functional Diversity
 - 20.5.4. Professional Guidance for People with Sensory Functional Diversity
 - 20.5.5. Professional Guidance for People in Conditions of Social Vulnerability
 - 20.5.6. Professional Guidance for People with Mental Disorders
 - 20.5.7. Curriculum Development in Response to Diversity
 - 20.5.8. The Job Interview for People with Functional Diversity
 - 20.5.9. Professional Fields
 - 20.5.10. Vocational Groups

- 20.6. Educational Offers and Educational and Professional Itineraries, Taking Diversity into Account
 - 20.6.1. Educational and Vocational Pathways to Guide People with Difficulty
 - 20.6.2. Programs for Learning and Performance Enhancement
 - 20.6.3. Reinforcement Programs in High School
 - 20.6.4. Basic Professional Formation
 - 20.6.5. Basic Vocational Training in Special Education
 - 20.6.6. Professional Qualification Programs
 - 20.6.7. Youth Guarantee Programs
 - 20.6.8. Occupational Training for People with Functional Diversity
 - 20.6.9. Special Employment Center
 - 20.6.10.. Occupational Center
- 20.7. Diversity Professional Guidance Program in High School
 - 20.7.1. Needs Assessment
 - 20.7.2. Program Rationale
 - 20.7.3. Program Objectives
 - 20.7.4. Program Contents
 - 20.7.5. Program Methodology
 - 20.7.6. Program Resources
 - 20.7.7. Program Timing
 - 20.7.8. Program Assessment
 - 20.7.9. Program Application
 - 20.7.10. Program Summary
- 20.8. Job search program Personalized employment for people with functional diversity
 - 20.8.1. Customized Employment Concept
 - 20.8.2. Customized Employment, the Evolution of Supported Employment
 - 20.8.3. Labor Market
 - 20.8.4. Guidance and Job Search Resources
 - 20.8.5. Internet Employment
 - 20.8.6. Job Skills
 - 20.8.7. Social Skills
 - 20.8.8. Planning Skills
 - 20.8.9. Special Employment Centers
 - 20.8.10. The Role of the Companies
- 20.9. Occupational Training Itineraries for Attention to Diversity
 - 20.9.1. Unemployment of People with Disabilities
 - 20.9.2. Vocational Training for Employment
 - 20.9.3. Employment Workshops
 - 20.9.4. Labor Market Integration of People with Disabilities
 - 20.9.5. Labor Qualification of People with Disabilities
 - 20.9.6. Occupational Integration Services
 - 20.9.7. Pre-Job Training
 - 20.9.8. Ongoing Training
 - 20.9.9. Occupational Distance Training
 - 20.9.10. Public Employment Services that Cater to Diversity
- 20.10. Case Studies. Case Study: Professional Guidance Program for a Student with ADHD and/or ASD
 - 20.10.1. ASD Student
 - 20.10.2. Educational Experience
 - 20.10.3. Academic Guidance
 - 20.10.4. Professional Guidance
 - 20.10.5. Job Placement
 - 20.10.6. Occupational and Ongoing Training
 - 20.10.7. Student with ADHD
 - 20.10.8. Educational Experience
 - 20.10.9. Academic Guidance
 - 20.10.10. Professional Guidance
 - 20.10.11. Job Placement
 - 20.10.12. Occupational and Ongoing Training

Module 21. ICT in Academic/Vocational and Career Guidance

- 21.1. ICT in the Information Society
 - 21.1.1. Introduction
 - 21.1.2. The Information Society
 - 21.1.3. Definition
 - 21.1.4. Causes of its Expansion
 - 21.1.5. Characteristics of the Information Society and Requirements for Educational Institutions
 - 21.1.6. Myths of Information Society
 - 21.1.7. ICT
 - 21.1.8. Definition
 - 21.1.9. Evolution and Development
 - 21.1.10. Characteristics and Possibilities for Teaching
- 21.2. The Inclusion of ICT in the School Environment
 - 21.2.1. Introduction
 - 21.2.2. Roles of ICT in Education
 - 21.2.3. General Variables to Consider in the Incorporation of ICT
 - 21.2.4. Evolutionary Variables
 - 21.2.5. Physiological Variables
 - 21.2.6. Cultural Variables
 - 21.2.7. Economic Variables
 - 21.2.8. The Didactic Model as a Reference
 - 21.2.9. Selection Criteria
 - 21.2.10. Other Aspects to Consider
- 21.3. Education and Guidance in Globalization
 - 21.3.1. Introduction
 - 21.3.2. The Phenomenon of Globalization
 - 21.3.3. Origins and Characteristics
 - 21.3.4. How Does Globalization Affect Education?
 - 21.3.5. Positive and Negative Consequences of Globalization
 - 21.3.6. Quality, Equity and Relevance
 - 21.3.7. Learning to Draw Boundaries as an Educational Responsibility
 - 21.3.8. Keys to a Sustainable Future
 - 21.3.9. Other Perspectives; Dimensions of a "Glocal" Education
 - 21.3.10. New Social Spaces for Education
- 21.4. Training in the Digital Competence of Guidance Practitioners
 - 21.4.1. Introduction
 - 21.4.2. The Education and Guidance Professional in the 21st Century
 - 21.4.3. Digital Literacy; from a Need to an Emerging Reality
 - 21.4.4. Definition of Digital Competence
 - 21.4.5. Common Framework for Digital Competence
 - 21.4.6. Areas and Competences
 - 21.4.7. Contextualization of the Framework of Digital Competence in Education
 - 21.4.8. Digital Competence Portfolio for Teachers
 - 21.4.9. Some Resources to Achieve Digital Competence in Teaching
 - 21.4.10. Other Frameworks on Digital Competition

- 21.5. The Role of the Counselor and the Student in the New ICT Spaces
 - 21.5.1. New Learning Scenarios
 - 21.5.2. The Impact on the Student's Environment
 - 21.5.3. The Role of the Counselor in the Face of the New Information and Communication Technologies
 - 21.5.4. The Role of the Student; from Invisible to Protagonist
 - 21.5.5. Technological Skills and Competencies of the Teacher/Counselor
 - 21.5.6. Technological Skills and Competencies of the Students
 - 21.5.7. Risks and Proposals
- 21.6. Design and Development of Multimedia Materials for Training and Guidance
 - 21.6.1. Introduction
 - 21.6.2. Multimedia Technology
 - 21.6.3. Definition of Multimedia Concept
 - 21.6.4. Qualities of Multimedia Resources and Materials
 - 21.6.5. Classification
 - 21.6.6. Contributions and Limitations
 - 21.6.7. Materials Development
 - 21.6.8. Some Quality Criteria
 - 21.6.9. Video as a Resource for Guidance and Training
 - 21.6.10. Personalized employment for people with functional diversity
- 21.7. Internet Applied to Guidance: Webquests, Wikis and Blogs
 - 21.7.1. Webquest
 - 21.7.2. Concept, Origin and Characteristics
 - 21.7.3. Structure of a Webquest
 - 21.7.4. Wikis
 - 21.7.5. Concept, Origin and Characteristics
 - 21.7.6. Structure of a Wiki
 - 21.7.7. Weblogs
 - 21.7.8. Concept, Origin and Characteristics
 - 21.7.9. Structure of a Webquest
- 21.8. ICT as a Support for Students with Educational Needs
 - 21.8.1. Introduction
 - 21.8.2. Software for Students with Special Educational Needs
 - 21.8.3. Software that Allows Access to the Computer
 - 21.8.4. Supporting Technologies
 - 21.8.5. The Need for Vocational Guidance Support Resources

- 21.9. Some Projects and Experiences of Guidance and ICT
 - 21.9.1. Introduction
 - 21.9.2. H.O.L.A. Project (Tool for Job Orientation in Asturias)
 - 21.9.3. "My vocational e-portfolio" (MYVIP)
 - 21.9.4. MyWayPass: Free Online Platforms for Decision-Making
 - 21.9.5. Uveni. Guidance Platform for Secondary Education
 - 21.9.6. At the Ring of a Bell
 - 21.9.7. Socio-school
 - 21.9.8. Orientaline
 - 21.9.9. Virtual Student Lounge
- 21.10. Some Digital Resources for Education Guidance
 - 21.10.1. Introduction
 - 21.10.2. Associations and Portals of Interest in the Field of Guidance
 - 21.10.3. Blogs
 - 21.10.4. Wikis
 - 21.10.5. Social Networks of professionals or institutions of academic and labor guidance
 - 21.10.6. Facebook Groups
 - 21.10.7. Guidance Apps
 - 21.10.8. Interesting Hashtags
 - 21.10.9. Other ICT Resources
 - 21.10.10. Personal Learning Environments in Guidance: OrientaPLE





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It has a program designed for teaching effectiveness: so that you learn faster, more stimulatingly and on a more permanent basis”

06

Methodology

This academic program offers students 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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



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 educational system for presenting multimedia content 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 their 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 students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Global University.





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By successfully completing this program, you will receive your TECH qualification without the need for complicated paperwork”

This private qualification will allow you to obtain a **Advanced Master's Degree diploma in Educational and Vocational Guidance** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

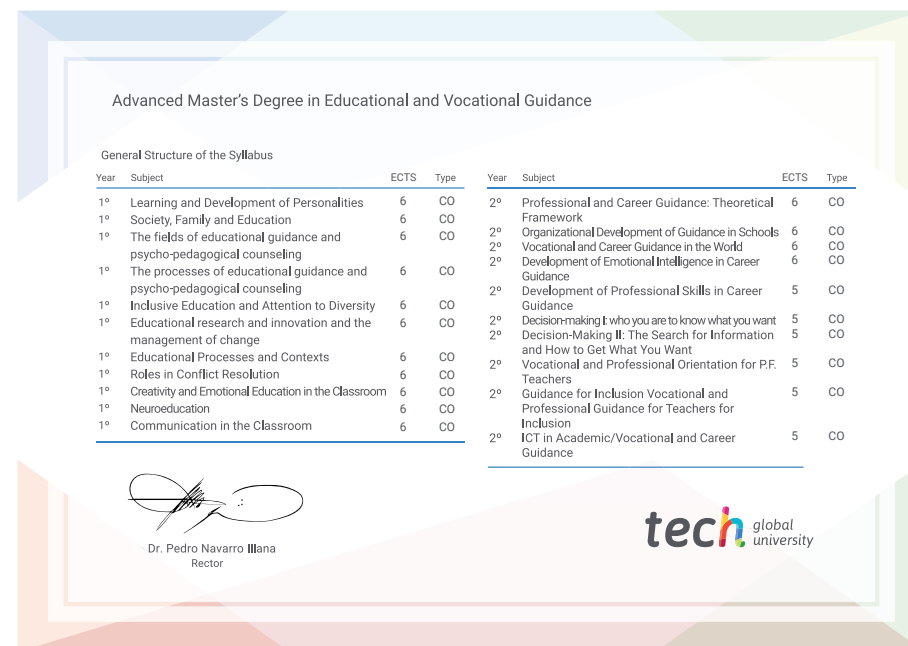
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**



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



Advanced Master's Degree Educational and Vocational Guidance

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Advanced Master's Degree Educational and Vocational Guidance

