

## COURSE PROGRAM

Academic Year: 2024/2025

| Identification and characteristics of the course   |   |  |            |
|--|---|--|------------|
| Code   | 502846 FFP (Bilingüe)   | ECTS Credits   | 6          |
| Course name (English)  | Tutorship and Family Education  |  |            |
| Course name (Spanish)  | Acción Tutorial y Educación Familiar  |  |            |
| Degree programs  | BA in Primary Education   |  |            |
| Faculty/School   | Teacher Training College  |  |            |
| Semester   | 1º  | Type of course   | Obligatory |
| Module   | Basic   |  |            |
| Matter   | Society, family and school  |  |            |
| Lecturer/s   |   |  |            |
| Name   | Office  | E-mail   | Web page   |
| <b>Faculty of Teacher Training (Cáceres)</b>   |   |  |            |
| M <sup>a</sup> Inmaculada Pedrera Rodríguez<br>G3 (bilingüe) – Área DOE  | 1.3.4   | <a href="mailto:inmapedrera@unex.es">inmapedrera@unex.es</a> |            |
| Tamar Groves<br>G3 (bilingüe) – Área THE   | 1.3.7   | <a href="mailto:tamargroves@unex.es">tamargroves@unex.es</a> |            |
| Subject Area   | Didactics and School Organization (DOE)<br>Education Theory and History (THE) |  |            |
| Department   | Educational Sciences  |  |            |
| Coordinating Lecturer (If more than one)   | Tamar Groves  |  |            |
| Competencies   |   |  |            |
| <b>Specific skills of the basic module</b>   |   |  |            |
| CE20 - To show social skills to understand families and be understood by them.   |   |  |            |
| CE21 - To know and practice tutor and counselor functions regarding the family education in the period 0-6.  |   |  |            |
| CE22 - To link education with environment, and cooperate with families and community.  |   |  |            |
| CE23 - To analyze and incorporate in a critical way the most relevant issues of contemporary society that affect the family and school education: social and educational impact of audio-visual languages and screens, gender relations and intergenerational changes, multiculturalism and interculturalism, discrimination and social inclusion and sustainable development. |   |  |            |
| CE24 - To understand the historical evolution of the family, the different types of families, lifestyles and education in the family context.  |   |  |            |
| <b>Basic skills</b>  |   |  |            |
| CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that is based on general secondary education, and is usually found at  |   |  |            |

a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - That students can apply their knowledge and understanding to their work or vocation in a professional manner and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.

CB3 - That students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues.

CB4 – That the students can transmit information, ideas, problems and solutions to lay and specialised public.

CB5 – Those students have developed the needed learning skills to take on further studies with a high level of autonomy.

**General skills**

CG4 - To design and regulate learning spaces in diverse contexts which attend to gender equality, to equity and to respect for human rights that satisfy the values of citizenship formation.

CG5 - To promote coexistence in the classroom and beyond, solve discipline problems and contribute to the peaceful resolution of conflicts. Encourage and value the effort, perseverance and self-discipline in students.

CG7 - To collaborate with different sectors in the educational community and in the social setting. To take on the educational dimension of the teaching function and encourage democratic education for active citizens.

CG8 – To maintain a critical and autonomous relationship with respect to knowledge, values and public and private social institutions.

CG9 – To value individual and collective responsibility in achieving a sustainable future.

**Cross-cutting skills**

CT1 – To know how to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

CT2 – To know how to apply the learning skills necessary to undertake further studies with a high degree of autonomy.

**Contents**

**Course outline**

Tutorial action in Primary Education. Interaction skills and family counseling. Conflict management and class cohesion. Group dynamics. Mediation, family, school and social environment. Education and gender. Coordination of teachers. Study orientation.

Tutorial action and family education. Relation between family, school and school environment. Role of the social context in the school and family. The family context: evolution, types, lifestyles and education.

**Course syllabus**

Title of Module 1: **Introduction. Concepts, principles and fundamental functions.**

Contents of module 1: Brief review of historical evolution. Current legislation. Tutor areas of activity: students, parents, faculty and other social agents. Tutorship models. Description of the practical activities of lesson1: Consolidation of the different models of tutorship models through watching videos or any other technic. Design of element to facilitate the communication with the different agents involved in the tutorship, for example, the elaboration of letters with an adequate format to communicate with parents with regard to different events (excursions, meetings, etc.).

Title of Module 2: **Tutorship planning and programming**  
 Contents of module 2: Objectives of tutorship. Guidance and tutorship planning. Tutorship development: organization and planning. Various tutorship programmes. Description of the practical activities of module 2: design, exhibition and/or the development of a tutorship plan, with special attention to conflict resolution, favouring social inclusion or any other area that is considered relevant.

Title of Module 3: **Tutorship techniques and instruments.**  
 Contents of module 3: Observation. Tutorial interview. Sociometric techniques. Group dynamics and techniques. Description of the practical activities of module 3: Making or applying different procedures used for tutorship. Debates about the strength and weaknesses of these procedures.

Title of Module 4: **Characteristics of the family unit.**  
 Contents of module 4: Concept and evolution of families as educational entities. Characteristics and diversity of family organization. Educational influence of the family in personal development. Description of the practical activities of module 4: Analysis of cases of parental styles to, as future tutors, make SWOT on them. / Active methodologies for the analysis of current society and its influence on the organization of families / Analysis of audio-visual documents on rural and urban environments that condition the configuration of the school.

Name of lesson 5: **The family and its coexistence with other socializing agents.**  
 Contents of lesson 5: The family, education and values. Family and school relationship: the role of the family in the school and coordination mechanisms. Familiar schools. Models and national and European actions. Description of the practical activities of lesson 5: Study of real experiences of family-school coordination (MUS-E) / Analysis of success cases of school integration, analyzing the role of all socializing agents / Dialogic discussion for the analysis of current issues (for example, values) / Communication of ideas through presentations like "infographics".

**Educational activities**

| Student workload in hours by lesson |            | Lectures  | Practical activities |          |          |           | Monitoring activity | Homework  |
|-------------------------------------|------------|-----------|----------------------|----------|----------|-----------|---------------------|-----------|
| Lesson                              | Total      | L         | HI                   | LAB      | COM      | SEM       | SGT                 | PS        |
| 1                                   | 28         | 8         | 0                    | 0        | 0        | 4         | 0                   | 16        |
| 2                                   | 27         | 8         | 0                    | 0        | 0        | 2         | 0                   | 17        |
| 3                                   | 25         | 7         | 0                    | 0        | 0        | 2         | 0                   | 16        |
| 4                                   | 33         | 10        | 0                    | 0        | 0        | 3         | 0                   | 20        |
| 5                                   | 35         | 10        | 0                    | 0        | 0        | 4         | 0                   | 21        |
| <b>Assessment</b>                   | <b>2</b>   | <b>2</b>  | 0                    | 0        | 0        | 0         | 0                   | 0         |
| <b>TOTAL</b>                        | <b>150</b> | <b>45</b> | <b>0</b>             | <b>0</b> | <b>0</b> | <b>15</b> | <b>0</b>            | <b>90</b> |

L: Lectures (85 students).  
 HI: Hospital internships (7 students)  
 LAB: Laboratory or field practices (15 students)  
 COM: Computer room or language laboratory practices (20 students)  
 SEM: Problem classes or seminars or case studies (40 students)  
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)  
 PS: Personal study, individual or group work and reading of bibliography

### Teaching Methodologies

1. Verbal exposition. Management teaching. Large group classes aimed at exposing the different concepts and procedures associated with the subject with the help of bibliographic and audio-visual materials.
2. Discussion and debate. The verbal presentation is combined with discussion activities and with questions to be answered by the students so that they can build new concepts from known concepts (related to other subjects already taken or to other topics in the program with which there are important interrelations).
4. Viewing audio-visual materials (documentaries, films, etc.), discussion, and debate about them.
6. Taking exams. This activity has the purpose of evaluating the learning results of the students in relation to the objectives or competences that are outlined in the teaching plan of the subjects that make up a subject.
7. Case analysis and problem solving. Presentation of different cases by specialists and professionals; viewing of real situations, scientific and technical documentaries and exhibition of resources; analysis of the same. These activities are aimed at introducing theoretical notions and applying skills in the subjects included from practical assumptions.
8. Experiences and practical applications. This activity, together with the previous one, is aimed at simulating and practicing the strategies and techniques presented by specialists and professionals (presentation of psycho-pedagogical reports, curricular adaptations of different types, and analysis of social contexts), discussion and analysis of scientific documentaries -technicians.
11. Debates and discussion on current issues related to the subject.
13. Orientation, decision making and resolution of the doubts raised by the student. Monitoring of the student's non-presential work. Tracking individual or small group work. Individual and group consultation and advice.
14. Reading of documents prior to the teacher's oral presentation.
15. Study of the subject and preparation for exams.
17. Carrying out monographic works and projects (evaluation and intervention protocols, material adaptations, etc.).

### Learning outcomes

- Understanding and implementation of concepts, processes and procedures, using them for problem solving as a tool for analyzing reality.
- Student capacity for relating and integrating the different materials and contents
- Active participation in the seminar and tutorial practices.
- To show oral and written verbal strategies during presentations and monographs.
- Compilation and synthesis of various information on specific topics.

### Assessment systems

According to article. 4 of the Normativa de Evaluación de la UEx de 26 de octubre de 2020 (DOE de 3 de noviembre) the choice of the global assessment modality corresponds to the students, who may carry it out for each of the calls (ordinary and extraordinary ) during the first quarter of the teaching period of the subject. The teaching staff will manage the applications through a specific space created for this in the Virtual Campus. Failure to express it in the correct form and term will automatically mean going to the continuous evaluation mode.

The **EVALUATION SYSTEM** will consider two types of activities:

- Theoretical activities
- Practical activities

**Activities and instruments of the continuous evaluation:**

| <i>System of evaluation</i> | <i>Types of activities</i>                         | <i>Percentage</i> |
|-----------------------------|--|-------------------|
| Attendance                  | Active and relevant participation in the classroom | 10%               |
| Continuous evaluation       | Seminars and group and individual assignments      | 30%               |
| Final exam                  | Exam with closed and open questions                | 60%               |

- **Attendance (10%).** There will be clear indications about active and participative attendance, according to which the mere presence in the classroom is not enough and can be evaluated negatively (the will affect the final grade) in case of a disruptive attendance that affects negatively the class dynamics.
- **Seminars and assignments (30%).**
  - The tasks and activities in the **seminars cannot be recuperated.**
  - It is recommended not to choose continuous evaluation in case of not attending seminars.
- **Final exam (60%).** Will be a written exam which combines closed and open questions which will marked with 10 points. Before the exam the professor will provide information reading the distribution of the grade across the two types of questions. You must **reach a least 5 out of 10** in order to add the rest of the grades of the course.

**A final global exam (PFACG)** consists of:

- The **same final exam**, with the same percentage (**60%**) and the same conditions for adding the rest of the grades.
- In addition, **for the rest 40%** the grade will be based on a **written exam** with open questions about the practical contents of the seminars and of the classes. During the course, written instructions will be given by the teachers so the students will know how to prepare these contents and the exam will take place the same day as the official exam.
- In this kind of evaluation, assignments will not be handed in. According to the agreement of the teachers.
- In common agreement with all the teaching staff, and following the guidelines of the Vice-Dean's Office for the Coordination of Degrees of the Faculty of Education, every student who takes the PAFCG modality must take into account that **every time they take the exam they do so from zero**, that is, you can choose a 10 in each call; therefore, there is no option to save any part of the exam. This does not affect the Continuous Assessment students, who due to the chosen dynamics have already specified the conditions of the practical part.

**OTHER SPECIFICATIONS REGARDING THE RATING SYSTEM:** The current rating system will be applied at all times; Currently, the one that appears in RD 1125/2003, article 5. The results obtained by the students in each of the subjects of the study plan will be graded according to the following numerical scale from 0 to 10, with the expression of a decimal, to which their corresponding qualitative grade may be added: 0 - 4,9: Fail (SS), 5.0 - 6.9: Pass (AP), 7.0-8.9: Remarkable (NT), 9.0 - 10: Outstanding

(SB). The mention of Matriculation of Honour may be awarded to those who have obtained a grade equal to or greater than 9.0. Their number may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case a single Honour Registration may be granted.

### Bibliography (basic and complementary)

#### **Basic bibliography:**

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Ayllón, J. R. (2011). *10 Claves para la Educación*. Madrid: Palabra.

Bernal, A. et al. (2012). *Educación Familiar. Infancia y adolescencia*. Pirámide.

Colección de Estudios Sociales de la Obra Social "la Caixa":

<https://obrasociallacaixa.org/es/mantente-informado/publicaciones/estudios-sociales>

Gervilla, A. (2015). *Familia y Educación Familiar. Conceptos clave, situación actual y valores* Narcea.

Repetto, E. (2002). *Modelos de orientación e intervención psicopedagógica*. Madrid: Uned.

#### **Complementary bibliography:**

Aguilar, C. (2005). *Educación familiar: una propuesta disciplinar y curricular*. Aljibe.

Aragüis, R. et al. (2001). *La acción tutorial. El alumnado toma la palabra*. Graó.

Arnáiz, P. e Isus, S. (1998). *La tutoría, organización y tareas*. Grao.

Arostegui, I., Darretxe, L., y Beloki, N. (2013). La participación de las familias y de otros miembros de la comunidad como estrategia de éxito en las escuelas. *Revista Iberoamericana de Evaluación Educativa*, 6(2), 187-200.

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Cuadrado, I. y Fernández, I. (2011). *La comunicación eficaz con los alumnos. Factores personales, contextuales y herramientas TIC*. Madrid: Wolters Kluwer.

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Galtung, J. (1998). *Tras la violencia, 3R: reconstrucción, reconciliación, resolución*. Gernika: Gogoratuz.

Grañeras Pastrana y Parras Laguna (coord.) (2009). *Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas*. CIDE

Jares, X. (2006). *Pedagogía de la convivencia*. Graó.

Jurado T. (2005). Las nuevas familias españolas. En J.J. González y M. Requena (coords.) *Tres décadas de cambio social* (pp. 59-88). Alianza.

León-Carrascosa, V. & Fernández-Díaz, M. J. (2021). Identificación de los perfiles del tutor como resultado del funcionamiento de la acción tutorial. *Perfiles*



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López, M. & Guerrero, D. (2008). Aspectos organizativos de la acción tutorial en la Educación Infantil y Primaria. En, T. Sola & M. López, *Bases teóricas para humanizar la educación a través de la Orientación y la Acción Tutorial* (pp. 107-149). Editorial Universitas, S.A.

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Montanero, M. (2008). *Modelos de Orientación e Intervención Psicopedagógica*. Colección Manuales UEX, nº 61. Cáceres: Universidad de Extremadura.

Olmos, P. (2020). *La Acción Tutorial en el marco de la Orientación Escolar*. Universidad Autónoma de Barcelona.

Palacios, J. y Rodrigo, M. J. (2006). *Familia y desarrollo humano*. Alianza Editorial.

Rodrigo, M.J. (2008). *Preservación familiar: Un enfoque positivo para la intervención con familias*. Pirámide.

Varios autores (2009). *La Acción Tutorial en Primaria*. Murcia: Servicio de Organización Administrativa y Publicaciones.

Vilanou, C. y Colleldemont, E. (2001). *Historia de la Educación en Valores*. Barcelona: Editorial Desclée De Brouwer. Inicio disponible en:

<https://www.edesclée.com/img/cms/pdfs/9788433015143.pdf>

### Other resources and complementary educational materials

#### Digital resources

<http://ntic.educacion.es/w3//recursos2/orientacion/03accion/>

<http://www.orientared.com/tutoria/actut.phpa>

<http://www.joanteixido.org/>

Iniciativa de educación familiar del Johns Hopkins University:

<http://www.csos.jhu.edu/p2000/>

The references for the legislation will be given in every lesson.